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## **NON-DISCRIMINATION STATEMENT**

Shawnee State University is committed to having an educational and working environment for students and employees that is without unlawful or prohibited discrimination and harassment.

Shawnee State University does not discriminate in admission, access, or treatment in programs and activities or employment policies or practices on the basis of race, creed, sex, color, national or ethnic origin, religion, marital status, age, sexual orientation, or disability.

## **WELCOME**

***Welcome to the Physical Therapist Assistant Program!*** This handbook is designed to inform you of the student policies and procedures required throughout the PTA program. Keep the handbook available for reference throughout the program. The policies and procedures complement those of Shawnee State University, which includes additional rules, regulations and information that all Shawnee State University students must follow. We will collect a signed copy of your acknowledgement of the receiving and reading your PTA student handbook at the completion of the PTA program orientation.

## **PTA FACULTY and STAFF**

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## **MISSION AND PHILOSOPHY STATEMENTS**

### **Shawnee State University Mission Statement**

We prepare today's students to succeed in tomorrow's world.

### **Physical Therapist Assistant Program Mission Statement**

The mission of the PTA Program is to provide higher education using broad-based learning experiences and transforming therapeutic principles into competent clinical application, communication, scientific reasoning, and logical reasoning to enrich lives in the community. The PTA program develops life-long learners to be professional and sensitive to the ever-changing healthcare environment. The PTA faculty prepare entry-level PTAs to collaborate with the PT in a variety of settings and patient populations. This training prepares students for the National Physical Therapy Assistant Examination (NPTAE), which is required for licensure.

### **Physical Therapist Assistant Program Philosophy**

We, the faculty, value the physical therapist assistant (PTA), as an extension of the physical therapist, helping to carry out the physical therapist plan of care. The faculty strive to train the PTA as a generalist in the field of physical therapy, in which the PTA will work under the supervision of the physical therapist. The laws that mandate practice of physical therapy in the state in which the PTA is practicing shall govern such supervision.

We, the faculty, strive to prepare student physical therapist assistants to be well suited to treat clients from a continuum of care, to practice in an ethical and safe manner.

We, the faculty, are committed to providing a coordinated curriculum based upon a broad spectrum of research, theory, function and life skills. We will train and educate the PTA to communicate in ways that are congruent and appropriate within the program, clinical environment, and community. It is our philosophy that a keystone to the educational process is the ability to critically think and use sound judgments. The faculty strives to train the PTA to be patient caregivers, educators, patient advocates consistent with the governing state laws. Clinical data collection will be taught using standardized tests appropriate for Physical Therapist Assistant education. Students are assessed and evaluated on an ongoing basis to assure procedural knowledge, as well as completion of performance indicators (CPI) with regards to safety and technical competencies.

## SHAWNEE STATE UNIVERSITY/PTA PROGRAM STRATEGIC GOALS AND OBJECTIVES

University Enduring Values	Measures of Success	PTA Program Goals	PTA Program Objectives
<p><b>Value 1:</b></p> <p><b>Student focused service</b></p> <p>We place the students at the center of everything we do and every decision we make</p>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Success on Licensure Exam.</li> <li>• Student satisfaction</li> <li>• Job placements</li> <li>• Graduate/professional school placement</li> </ul>	<p>Goals:</p> <ul style="list-style-type: none"> <li>• To graduate entry-level Physical Therapist Assistants who demonstrate technical competence, sound clinical decision-making skills, and provide safe and effective healthcare to clients from diverse backgrounds.</li> <li>• To prepare physical therapist assistants to act in the best interest of the client while working collaboratively as a member of the healthcare team while practicing in an ethical and safe manner within the scope of practice as defined by the profession and licensure requirements.</li> <li>• To prepare physical therapist assistants to commit to life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.</li> <li>• To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants.</li> <li>• Maintain program policy and procedures that meet the needs of the PTA students and stakeholders.</li> <li>• To provide a professional teaching and learning environment that is conducive to achieving student-centered goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation.</li> <li>• Students will complete all course objectives as mirrored in CAPTE criteria.</li> <li>• Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA.</li> <li>• Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development.</li> <li>• Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation</li> <li>• ≥85% of graduated students will pass the NPTAE examination</li> <li>• ≥90% of PTA students that gain licensure via NPTAE will be employed within 12 months</li> <li>• The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey</li> </ul>

<p><b>Value 2:</b></p> <p><b>Community Engagement</b></p> <p>We value the diverse perspectives of the people within our community-on and off campus- and our role in enriching the lives of those who work, live, and discover here</p>	<ul style="list-style-type: none"> <li>• Graduation and program completion</li> <li>• Job placement</li> <li>• Student satisfaction</li> <li>• Employer Satisfaction</li> <li>• Community service learning activity completion</li> <li>• Success on Licensure Exam.</li> </ul>	<ul style="list-style-type: none"> <li>• To graduate entry-level Physical Therapist Assistants who demonstrate technical competence, sound clinical decision-making skills, and provide safe and effective healthcare to clients from diverse backgrounds.</li> <li>• To prepare physical therapist assistants to act in the best interest of the client while working collaboratively as a member of the healthcare team while practicing in an ethical and safe manner within the scope of practice as defined by the profession and licensure requirements.</li> <li>• To prepare physical therapist assistants to commit to life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.</li> <li>• To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants.</li> <li>• Maintain program policy and procedures that meet the needs of the PTA students and stakeholders.</li> <li>• To improve the quality of healthcare delivered to the area residents by recruiting and graduating physical therapist assistants that are capable and motivated to produce ethical, legal and safe healthcare to the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete all course objectives as mirrored in CAPTE criteria.</li> <li>• Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA.</li> <li>• Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development.</li> <li>• 85% of graduated students will pass the NPTE-PTA examination.</li> <li>• ≥90% of PTA students that gain licensure via NPTE will be employed within 12 months</li> <li>• Students will complete at least 1 service learning activity during the PTA program</li> </ul>
<p><b>Value 3:</b></p> <p><b>Authentic Dialogue</b></p> <p>We respect open, honest, and sincere two-way communication</p>	<ul style="list-style-type: none"> <li>• Graduation and program completion</li> <li>• Job placement</li> <li>• Student satisfaction</li> <li>• Employer Satisfaction</li> <li>• Community service learning activity completion</li> </ul>	<ul style="list-style-type: none"> <li>• To graduate entry-level Physical Therapist Assistants who demonstrate technical competence, sound clinical decision- making skills, and provide safe and effective healthcare to clients from diverse backgrounds.</li> <li>• To prepare physical therapist assistants to act in the best interest of the client while working collaboratively as a member of the healthcare team while practicing in an ethical and safe</li> </ul>	<ul style="list-style-type: none"> <li>• The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation.</li> <li>• Students will complete all course objectives as mirrored in CAPTE criteria.</li> <li>• Students will complete clinical performance instrument competencies at entry-level, as defined within</li> </ul>

	<ul style="list-style-type: none"> <li>• Success on Licensure Exam.</li> </ul>	<p>manner within the scope of practice as defined by the profession and licensure requirements.</p> <ul style="list-style-type: none"> <li>• To prepare physical therapist assistants to commit to life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.</li> <li>• To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants.</li> <li>• Maintain program policy and procedures that meet the needs of the PTA students and stakeholders.</li> <li>• To provide a professional teaching and learning environment that is conducive to achieving student centered goals.</li> </ul>	<p>the clinical performance instrument (CPI) for the PTA.</p> <ul style="list-style-type: none"> <li>• Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development.</li> <li>• Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation</li> <li>• ≥85% of graduated students will pass the NPTAE examination</li> <li>• The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey</li> <li>• Students and Faculty will comply with 100% of PTA program policies and procedures.</li> </ul>
<p><b>Value 4:</b></p> <p><b>Thoughtful Risk-Taking</b></p> <p>We value innovation and encourage those around us to dream big and explore new possibilities</p>	<ul style="list-style-type: none"> <li>• Graduation and program completion</li> <li>• Job placement</li> <li>• Student satisfaction</li> <li>• Employer Satisfaction</li> <li>• Success on Licensure Exam.</li> </ul>	<ul style="list-style-type: none"> <li>• To graduate entry-level Physical Therapist Assistants who demonstrate technical competence, sound clinical decision- making skills, and provide safe and effective healthcare to clients from diverse backgrounds.</li> <li>• To prepare physical therapist assistants to act in the best interest of the client while working collaboratively as a member of the healthcare team while practicing in an ethical and safe manner within the scope of practice as defined by the profession and licensure requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete all course objectives as mirrored in CAPTE criteria</li> <li>• The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation</li> <li>• Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½</li> </ul>

		<ul style="list-style-type: none"> <li>• To prepare physical therapist assistants to commit to life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.</li> <li>• To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants</li> </ul>	<p>times the expected length of matriculation</p> <ul style="list-style-type: none"> <li>• ≥85% of graduated students will pass the NPTAE examination</li> <li>• The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey</li> </ul>
<p><b>Value 5:</b></p> <p><b>Culture of continuous improvement</b></p> <p>We look for opportunities to make what we do well today even better tomorrow.</p>	<ul style="list-style-type: none"> <li>• Graduation and program completion</li> <li>• Job placement</li> <li>• Student satisfaction</li> <li>• Employer Satisfaction</li> <li>• Success on Licensure Exam.</li> </ul>	<ul style="list-style-type: none"> <li>• To graduate entry-level Physical Therapist Assistants who demonstrate technical competence, sound clinical decision-making skills, and provide safe and effective healthcare to clients from diverse backgrounds.</li> <li>• To prepare physical therapist assistants to act in the best interest of the client while working collaboratively as a member of the healthcare team while practicing in an ethical and safe manner within the scope of practice as defined by the profession and licensure requirements.</li> <li>• To prepare physical therapist assistants to commit to life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.</li> <li>• To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants.</li> <li>• Maintain program policy and procedures that meet the needs of the PTA students and stakeholders.</li> <li>• To improve the quality of healthcare delivered to the area residents by recruiting and graduating physical therapist assistants that are capable and motivated to produce ethical, legal and safe healthcare to the region</li> </ul>	<ul style="list-style-type: none"> <li>• Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation</li> <li>• ≥85% of graduated students will pass the NPTAE examination</li> <li>• ≥90% of PTA students that gain licensure via NPTAE will be employed within 12 months</li> <li>• The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey</li> <li>• The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation</li> <li>• Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA</li> </ul>



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## **PTA EXPECTED STUDENT OUTCOMES**

At the completion of the Associate of Applied Science degree in Physical Therapist Assisting, the graduate will:

1. Demonstrate technical competence, sound clinical decision-making skills, and provide safe and effective healthcare under the supervision of a physical therapist.
2. Value caring and respect for the individual needs while acting in the best interest of the client in an ethical and safe manner within the scope of practice as defined by the profession and licensure requirements.
3. Demonstrate a commitment to professional growth through life-long career development and learning in order to participate in the promotion of the field of physical therapy to better serve communities and consumers.

## **PTA PROGRAM WEBSITE**

Information concerning current accreditation status, admissions requirements, program curriculum, program policies and procedures, estimated financial cost of the PTA program, and graduate outcomes data may be found on the PTA program link of the Shawnee State University webpage.

<https://www.shawnee.edu/areas-study/college-professional-studies/rehabilitation-sciences/physical-therapist-assistant>

## **ACCREDITATION**

This program has been accredited through June 30, 2022 by the Commission on Accreditation in Physical Therapy Education (CAPTE). Their office address is located at 3030 Potomac Ave. Suite 100, Alexandria, VA 22305-3085 and their phone numbers are (703) 706-3245 or (703) 706-3241. Email address is: [accreditation@apta.org](mailto:accreditation@apta.org). website: <https://www.capteonline.org/>

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## **I. ACADEMIC SECTION**

### **PURPOSE:**

To maintain a standard which will ensure students are evaluated consistently and equitably in meeting the course objectives and are prepared to advance to clinical education portion of the program curriculum.

To inform students of their individual rights, roles, and responsibilities for successful progression through the PTA program.

### **ACADEMIC REQUIREMENTS**

In order to progress through the PTA program in sequence student must:

1. Be at least 18 years of age. (Ohio State Law)
2. Comply with all SSU policy and procedures. (See SSU online Policy and Procedures)
3. Comply with all PTA program policy and procedures. (See Appendix A)
4. Maintain a minimum 2.66 overall GPA.
5. Receive a minimum grade of “C” in all required coursework for degree completion.
6. Receive a minimum of 75% competency on each laboratory practical examinations.
7. Perform 100% of all critical safety indicators for each laboratory skill for each laboratory skill and laboratory skill check-off. (\*) Identifies Critical Safety indicators for laboratory skills.
8. Receive an average of 75% with combination of all examinations within each PTAT course
9. Successful completion of all laboratory skill check-off listed. (See Appendix B)

Failure to achieve any of the academic requirements may result in delay of progression or dismissal from the PTA program pending the outcome of due process (PTA Program Policy 1.5).

Failure to comply with academic requirement #5 will result in a re-take of the laboratory practical examination at the discretion of the instructor

Failure to comply with academic requirement #6 will result in immediate failure of laboratory practical examination and/or laboratory skill check-off.

Students that fail to meet academic requirements #5 or #6 be required to participate in remediation prior to the re-take, in the form of extra time reviewing materials with the instructor, review of lab procedures, or extra resources, etc. This remediation may be in addition to formal remediation/learning plan that the student may be utilizing concurrently. A student may be tested in a different format than the original, if deemed necessary or appropriate by the primary instructor. Videotaping of the re-take may be used if student or faculty requests, and may be reviewed and scored by another instructor. By signing the agreement and acknowledgment in the appendix of this handbook, the student is giving permission for videotaping.

The number of re-take opportunities will be determined by the instructor but will not exceed two re-takes opportunities for any laboratory practical examinations or skill check-off. The start value on 1<sup>st</sup>

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and possibly 2nd retake laboratory practical examinations and skill check-offs will be 90% and 85% respectively. The student must pass the re- test at 75% in order to pass the examination. In determining the grade that is recorded for the class, the retake will be averaged with the original test score and the maximum points possible will not exceed 74%.

Failure to comply with academic requirement #7 will result in failure of the PTA courses regardless of the final grade value for that course (which may include additional assignments)

## **MINIMUM ESSENTIAL FUNCTIONS FOR ADMISSION, PROMOTION, AND GRADUATION**

**(Adapted from the University of Colorado and other selected schools, with permission)**

### **Introduction**

The purpose of this document is to describe the knowledge, attitude, and motor skills, abilities, and behaviors deemed essential for the completion of the program. These essentials carry forward into the formation of the generalist PT Assistant. The following list is illustrative, and not intended as an all-encompassing picture of the essential abilities a PTA must have. More information about specifics concerning the frequency, lifting and force limits, and other physical activities performed by a PTA may be found in the Dictionary of Occupational Titles, published by the US Government.

### **Standards**

It is during the two-year curriculum that the student develops or enhances the qualities needed to practice physical therapy. Students acquire the knowledge, attitudes, skills, and behaviors needed beginning in the program and continue to develop these as their career unfolds. The abilities listed below are the basis for safe and effective practice, along with the APTA's Code of Ethics for the Physical Therapist Assistant and Value-based Behaviors for the Physical Therapist Assistant. As the student progresses through the program, he or she is evaluated by clinical instructors with the Clinical Performance Instrument (CPI). The CPI is consistent with many of the skills and abilities below, being integral to student training.

### **Specific Standards and Areas of Essential Functions**

Candidates for the degree must be able to meet these minimum standards and be in compliance with the standards of practice for the locale in which the clinical is performed. There are no core substitutes for the essentials, and the student must be able to perform these with or without reasonable accommodation(s) throughout his or her stay at the program.

### **OBSERVATION**

*Observation involves the functional use of vision, hearing and somatic sensations.*

Standard: A student must be able to observe lectures, lab demonstrations, radiographic images, and microscopic tissue specimens.

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**Essential Functions:** The student must be able to read and observe a patient accurately. Students must be able to observe digital, waveform and other graphic readings from therapeutic devices in order to determine a patient's treatment or condition. Examples include, but are not limited to: palpation of peripheral pulses, bony prominences, body shape, posture or alignment, visual and tactile (touch) assessment of areas of inflammation, swelling or edema, wound color and size, gait analysis, and ECG readings.

### **COMMUNICATION**

*Competence in communication is fundamental in the career of the student. This typically includes a major aspect of patient/client education.*

**Standard:** This area includes speech, language, reading and writing in English, and computer literacy.

**Essential Functions:** Students must be able to communicate effectively and sensitively with clients/patients to elicit necessary information regarding pain level/intensity, and mood via the perception of non-verbal cues and verbal avenues. Students must be able to communicate effectively and efficiently with other members of the health care community to convey essential information for safe ethical care. Students need to communicate with individuals in a culturally sensitive way, while accepting individual differences. They must be able to read, write, speak and understand English at a level of competence consistent with successful course and clinical completion.

### **MOTOR OR MUSCLE USE**

*Motor skills require the coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.*

**Standard:** Students must possess sufficient motor function to elicit information from patients for use in assessment and intervention. This is exemplified by palpation, auscultation, tapping and other assessment maneuvers.

**Essential Functions:** Students must be able to execute movements required to provide general and therapeutic interventions including, but not limited to: positioning patients of varying sizes and weights, draping and transferring (im)mobile patients, gait training with varying assistive devices, applying orthotics and prosthetics, performing range of motion and other mobilization techniques, performing non-surgical wound care, placing of electrodes onto body surfaces, and applying ultrasound applicators to the same.

### **INTELLECTUAL AND CONCEPTUAL, QUANTITATIVE and INTEGRATIVE**

*These abilities include measurement, calculation, reasoning, analysis, judgment, and numerical recognition.*

**Standard:** Problem-solving and critical thinking are key skills demanded of the PT Assistant. These abilities must be performed quickly and efficiently, especially in emergency situations.

**Essential Functions:** Students must be able to identify significant findings from the PT plan of care and examination/evaluation and provide a reasoned explanation to patients for the care prescribed. They

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must recall information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, medical literature, and courses into a lifelong learning plan is vital. Knowledge and skills gained in this area will enhance treatment interventions and the execution of the therapist's plan of care. Sound judgment in the patient assessment and therapeutic planning are essential. Students must communicate their limits and scope of care to others when appropriate. Students must assist in collecting and managing data for the PT's caseload.

### **BEHAVIORAL AND SOCIAL ATTRIBUTES**

*Students must demonstrate ethical behavior and recognize the psycho-social impacts of impairment, functional limitation, and disabilities, while integrating the needs of the patient and family into the plan of care provided by the supervising physical therapist. This includes patient/client education.*

Standard: The student must possess the psychological ability required for the full utilization of their intellectual potential. This includes the exercise of sound judgment, and the prompt completion of all responsibilities assigned. Additionally, it encompasses not only the care of the patients, but the development of mature, sensitive and effective professional relationships with them and other health care providers.

Essential Functions: Students must be able to handle the stresses of a fulltime school course load during training in class, along with a fulltime caseload by their final clinical. They must be able to work effectively to manage stress and resources, displaying flexibility as they learn to face future uncertainties of the health care environment and patient clinical problems.

During PTA student orientation all students will be made aware of the "Minimal Essential Functions for Admission, Promotion, and Graduation. The onus to perform these essential functions is placed onto the student.

### **Reasonable Accommodation**

It is the policy of Shawnee State University to provide reasonable accommodation for any qualified student with a disability, so long as it does not fundamentally alter the nature of the program offered, and does not impose an undue hardship upon the program, staff, or other students.

IF A STUDENT CANNOT MEET OR DEMONSTRATE THE ABOVE LISTED ESSENTIAL FUNCTIONS AT THE STANDARDS ABOVE, IT IS THE RESPONSIBILITY OF THE STUDENT TO REQUEST REASONABLE ACCOMODATION (S). The determination whether the accommodation is reasonable will be on an individual basis. This determination will be on an interactive basis with the program leader, in conjunction with the coordinator of disability services on campus. Advance notice is highly encouraged.

### **DISCLOSURE OF DISABILITY AND MANAGEMENT APPROACH**

#### **Special Assistance Statement and Notice:**

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, 740-351-3106 to schedule

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a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then encouraged to meet with their instructor's during the instructor's office hours to discuss their specific needs related to their disability. The academic accommodation letter will be sent to the instructor and student via secure e-mail prior to the semester start date. Any questions regarding the academic accommodations on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation might not be able to be provided.

After the student is accepted, the program requires a physical examination be completed by a licensed medical physician/ nurse practitioner. The physical examination should determine that the student is physically capable of performing the minimal essential functions. If a limitation or disability is identified on the physical examination then the student is referred to the Director of Disability Services, according to University policy.

Each student signs an acknowledgement that he or she have received the handbook, understand and agree to it, and sign it at the program orientation meeting. If a student should become disabled during the program they shall become subject to the ADA statement, and may be requested to complete another physical examination by a licensed medical physician. Experts in the therapy field may be called upon to consult with the team as needed and with the student's written permission or request for possible recommendations on accommodations.

The notifications of any and all limitations that may affect the safety of the student or faculty are the direct responsibility of the person whom is limited. Students are required to have documentation from disability services or from their physician in order to be excused from full participation in laboratory, lecture, and clinical activities. If students are taking prescription medication as prescribed that may limit safety with participation the student should provide disclosure and documentation to the faculty.

Clinical Sites are NOT required to make accommodations to students and disability services cannot require clinical sites to make such accommodations. If significant accommodations are needed in the clinic, then the university will have to provide the details of the accommodation used at lab to the clinical staff. Please be aware that making it through the didactic and lab portions of the curriculum does not guarantee the successful matriculation into the clinical portion. Clinical sites have the right to dismiss students for just cause, or even not accept students for above stated reasons. The university and PTA program will make efforts to place students in settings that will be accommodating and good learning experiences.

Pregnancy does not constitute a form of disability, but the student may be temporarily restricted in lifting or need strict bed rest if it is deemed a high risk pregnancy by her physician. Clinical faculty as well as the ACCE need to be alerted to these restrictions, and at times students may find it is the safest and best route to delay clinical experiences until the high risk situation passes with the delivery after consultation with all concerned parties. Every effort will be made to reasonably adjust the schedule to the student's particular situation.

It is the responsibility of the student to seek and report any need for reasonable accommodations, according to the ADA guidelines and instructions above.

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## **STUDENT RESPONSIBILITIES AS ADULT LEARNERS**

1. Students are expected to take responsibility for their own learning and resource usage. Students should be prepared for lecture and lab course sessions.
2. Students should ask questions of faculty to gain assistance in solidifying and clarifying any information or skills taught to them, when needed.
3. Students should participate in growth (extra-curricular) opportunities, such as health fairs, APTA sponsored activities at the state or national level, and be good ambassadors of the program and university.
4. Students should plan ahead to handle the extra time, load, financial and other costs of attending.
5. Students must obtain and maintain current with CPR certification at their own cost, via either community or college classes.
6. Students must assume financial responsibility for their own medical care required during the PTA program.
7. Students should have basic minimal computer and email skills, practicing ethical etiquette on public and private forums.
8. Students must apply for courses and graduation. Student advisors DO NOT perform these functions for their student advisees. Special pre-authorizations of specific courses may be necessary and the faculty can provide these, but this does not register a course.
9. Students should strive to obtain entry- level criteria of generic abilities (See Appendix C)

## **GRADUATION REQUIREMENTS**

In order to graduate with the Associate of Applied Sciences in the Physical Therapist Assistant Program, students must contact the Office of the Registrar to obtain the formal application by the university's published deadline. Each student must successfully complete all required courses listed in the Physical Therapist Assistant Curriculum with at least a "C". Some general education requirements may be met via transfer credit, or course waivers. Students must have a minimum of 65 credit hours to graduate from the PTA program (course waivers do NOT give credit hours). Students who complete the requirements must also be recommended by the PTA faculty for graduation. The Office of the Registrar may withhold graduation if a student has outstanding financial obligations to the university or has not returned any university property that has been borrowed. It is the student's responsibility to apply for graduation by the published deadline and to complete any exit activities prior to graduation. Delays or neglect in this area may translate into delays of transcript/certificates of education and subsequent licensure application or processing.



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## ATTENDANCE POLICY

The program will follow the guidelines of Shawnee State University-wide attendance policy, as follows:

1. Attendance is required of all Physical Therapist Assistant students to ALL lectures, laboratory, and miscellaneous learning sessions included in course syllabi. Laboratory and lecture materials are the responsibility of the student once made available by the instructor, unless otherwise advised.
2. To report absence(s) and to make up missed lectures, assignments, exams, and labs, the student must contact the instructor in advance, or at the earliest convenience.
3. A student who misses more than three consecutive days of classes due to illness must have a medical release to return to class or clinical round. (See attendance specifics in the clinical section).
4. If a weather-related emergency or other national disaster strikes, students are to follow the university policy. If the student perceives a safety risk in traveling, then he or she may not need to attend class or clinic. The student must contact the instructor, or clinical instructor of record as soon as possible to make arrangements.
5. Any and/or all make up work is at the complete discretion of the instructor on a case by case basis.
6. Long distance learning via the computer may be utilized in certain courses, yet is not a substitute for in-class attendance and small group participation, if required in the course syllabus.
7. The PTA program does have specific attendance policy that applies to all PTAT courses (see PTA program policy 3.8)

## ACADEMIC ADVISING

One of the faculty members of the PTA Program will be assigned as the academic advisor for each PTA student (See PTA Program Policy 3.4). In addition, some PTA students may choose to obtain additional degrees in other fields of study and will continue to meet with other university advisors as needed (not PTA faculty).

Students will not be permitted to register for PTA coursework without prior consent by their PTA faculty advisor (PTA program policy 3.4).

## GRADING POLICY

Point value for course letter grades will be listed in each individual course syllabus. Individual questions regarding grading should be directed to the course instructor of record. (See PTA program policy 1.5) The following point value is used for determining the grading scale for all PTAT coursework

<b>A</b>	=	<b>93-100</b>	<b>C+</b>	=	78-79.99
A-	=	90-92.99	<b>C</b>	=	<b>75-77.99</b>
B+	=	88-89.99	C-	=	70-74.99
<b>B</b>	=	<b>82-87.99</b>	D	=	65-69.99
B-	=	80-81.99	F	=	Below 65



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## **ACADEMIC ALERTS/DISCIPLINARY ACTIONS**

It is the intention of the physical therapist assistant program that students will behave in a manner that is of the utmost character, and successful practices. Faculty counseling will be conducted using the Student Counseling Report (Appendix H) if student conduct, character, and/or performance would indicate. If situations arises that may lead to disciplinary action the program will adhere to the policy on due process. (See Appendix A Program Policy 1.5)

In an effort to assist students with the knowledge of needed behaviors please refer to Appendix D for the APTA Guide for Conduct of the PTA

Academic concerns should be handled in a pro-active manner, and is the student's responsibility to seek extra help from faculty, laboratory coordinator, community mentors, and/or peer tutors. The faculty will review academic performance during advising meetings. However, students should self-identify any problems early on so that disciplinary action will remain a minimum. If a student does not meet course or program requirements, students have a right to due process (See Appendix A; Program Policy 1.5). Once due process is completed the decision may be made to place the student on probation from the program or dismiss the student from the program in accordance with the retention policy (See Appendix A; Program Policy 3.3).

## **STUDENT COMPLAINTS/ APPEAL OF GRADE**

The PTA program is open to constructive complaints regarding any procedure that is in place. Any complaints, including appeal of a grade, programmatic decision and rules, and/or accreditation concerns, should follow the program policy on complaints and concerns (See Appendix A; Program Policy 1.6).

If students choose to involve parents or significant others in the problem solving process, it puts the faculty in a compromised position. The program is bound by the Family Education Rights and Protection Act (FERPA) to keep information regarding student education confidential. As such, we are not free to discuss personal matters with anyone without the student present or written permission.

Additionally, students should be advised complaints/concerns will be taken seriously, but academic freedom dictates that no person other than the course instructor(s) may change a grade. The grievance procedure is in place to assure that complaints and concerns are handled fairly but may only provide recommendations regarding grading procedures.

## **DRESS CODE**

In an effort to instill professional practice and behavior, the PTA program has instituted a casual/professional dress code (See Appendix A; Program Policy 3.5)

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## **POSITIVE STUDENT CONTRIBUTIONS FOR LABORATORY OPERATIONS**

1. Students may be assigned lab duty by the lab coordinator or faculty, during which a pair of students keeps the lab tidy, launders the linens in the SSU washing area, and reports any damaged supplies or equipment to the faculty or lab coordinator.
2. Conserve supplies and linens by using only what are necessary and sufficient during lab experiences.
3. Observe ALL safety procedures as posted in the lab, such as latex allergies, not tampering or experimenting with equipment for purposes not intended for their use, etc.
4. Protect the university's equipment. There may be opportunities to "sign out" equipment but the lab coordinator and/or faculty shall explain the procedure if needed. Do NOT take out any equipment without prior approval.
5. Sign into lab with the lab coordinator or faculty member to use the lab during regular hours- the student must not operate any equipment in the treatment mode unless the lab coordinator or faculty member is present.
6. Participate in the required amount of laboratory open lab hours per semester. This should be "hands on" experience. Studying coursework is approved use of your time.
7. Do any/all assigned lab clean up and laundry duty. The laundry equipment and soap are supplied by the program.

Students are expected to store all equipment and supplies that they have used. If any damage has occurred to equipment, it should be reported immediately to the instructor so that it may be replaced, repaired or red tagged (shelved). Students are to follow the Informed Consent and Draping Policy (See Appendix E). Students should keep food/drink to a minimum and use sound judgment in order to prevent any damage to university property. Any damage to university property that is the result of negligence is a Category II offense (See Appendix A; Program Policy 1.5) and may result in disciplinary action. Students are expected to follow all posted safety precautions and faculty instructions when participating in laboratory learning experiences. Horseplay in the physical therapy laboratory will not be tolerated.

## **SAFETY**

Safety is of the utmost importance of the PTA program and Shawnee State University. The PTA program shall categorize safety in three broad categories: on-campus experiences, off-campus experiences, and student competency prior to clinical placement (See Appendix A; Program Policy 1.7). PTA students should expect to be exposed to possible injury while providing direct patient care which might result in physical injury, emotional stress, and/or exposure to illnesses and infections. The program will provide proper training to avoid the risk of injury and/or exposure as much as possible. This will include didactic and clinical education portions of the curriculum

In the case of an emergency situation on campus students should call 9-911 from a university phone, and alert campus security at 3232 from an on-campus phone or 351-3232 from an off-campus phone. Fire extinguishers are located near the PTA lab in the hallway.

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If there is exposure to blood or other potentially infectious material students should refer to University Policy No. 5.21 at [http://www.shawnee.edu/leadership/policies/policies\\_numeric.aspx](http://www.shawnee.edu/leadership/policies/policies_numeric.aspx) Students should also submit an Incident report (See Appendix F) and deliver it to the Dean of College of Professional Studies for follow-up.

If the student has a prolonged illness or medical condition that must be monitored, they must have a written medical release from their physician to return to the program.

For personal injury or serious health problems, call Security at Ext. 3232. For fire, sound alarm and leave building. For weather emergencies, proceed to the labs on the first floor of the Kricker Building. Students are advised to listen to local radio and television stations for updates on school delays and closings during the winter when inclement weather may surface. Students may check Blackboard online clinical course announcements for updates and links regarding the management of inclement weather or emergencies conditions. The SSU Alert system is also in place to aide faculty, staff, and students in becoming aware of disaster management or university closings. This consists of an automatic dial up to the student's and faculties emergency phone number listings. Safe tornado shelters are located in a graphic mounted on each floor in the building.

## **EMPLOYMENT PLACEMENT**

The PTA program is dedicated to serving your complete needs, and employment placement is an important indicator of the success of our graduates as well as the success of the PTA program. Employer job links and job postings will frequently be passed along to students. Students should also take advantage of the department of Career Development at Shawnee State University as they frequently have job fairs with prospective employers, and numerous job listings on their webpage (See Appendix A; Policy 3.7).

## **PERFORMANCE OF RECENT GRADUATES**

The evaluation of the program graduates will be done using information gathered from a variety of sources (See Appendix A; Policy 5.4):

1. Performance on the NPTE licensure examination
2. Employment rate within 12 months after obtaining licensure
3. Survey of clinical instructors -as gathered after each affiliation
4. Survey of graduates – immediate exit surveys at graduation and at 6-12 months post
5. Survey of employers to track employment trends
6. Student input at advisory committee meetings or during the program

Your assistance in responding to surveys is vital for the continued success of the PTA program and will help tremendously to improve the delivery of our educational process for future students.

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## **STAKEHOLDERS AND STUDENTS' ROLE IN CURRICULUM**

In order to assist the faculty and administration with the evaluation of the PTA program goals and objectives, the PTA program will utilize input from the PTA Advisory Committee, and the SGA-PTA club. (See Appendix A; Program Policies 2.8, and 3.6)

The PTA program and faculty value the opinion of the Advisory Committee and SGA-PTA club in the overall review of the curriculum (See Appendix A; Program Policy 5.3). PTA student representatives are able to formally bring ideas to and will be invited to attend Advisory Committee meetings. and the elected officials of the SGA-PTA club may participate in the formal course review that occurs at the end of the semester. The Advisory Committee is afforded an opportunity to provide suggestions and advice to the PTA faculty at Advisory Committee meetings.

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## II. CLINICAL SECTION

### OVERVIEW OF CLINICAL EDUCATION FACULTY

**Academic Coordinator of Clinical Education (ACCE)** - The ACCE is a core faculty member of Shawnee State University PTA program. (S)He must hold a current PT or PTA license within the state of Ohio, and have demonstrated leadership in course development, didactic and/or clinical teaching experience, administrative experience, educational theory and methodology, and student clinical evaluations outcomes assessment.

**Clinical Coordinator of Clinical Education (CCCE)** – The CCCE is an employee of the clinical facilities that serves as the direct contact for communication between the PTA program and the clinical facility. The CCCE is responsible for assigning an appropriate clinical education faculty to specific students during clinical affiliations. The CCCE may or may not serve as a clinical education faculty for the PTA program.

**Clinical Instructor (CI)** – the CI is the clinical education faculty that is directly involved with providing supervision, guidance, evaluation, and assessment of student performance in a direct patient care environment. (S)He is required to possess a current and valid PT or PTA license within the state (s)he is practicing. A CI must have at least one year of clinical experience. A CI should have the ability to provide appropriate student guidance, feedback, and supervision, and preferably prior experience with supervising student PTA's.

**Clinical Facility-** The clinical facility is any facility that provides physical therapy and has a clinical affiliation agreement with Shawnee State University and the PTA program. Students may access a list of current clinical facilities from the file cabinet located in ALH 204 (PTA lab).

### CLINICAL EDUCATION CURRICULUM ASSESSMENT

The assessment of the quality and availability of the PTA clinical education curriculum in an on-going process that involves student input, ACCE communication and observation, clinical education faculty communication and input, and Advisory Committee input. Changes with clinical affiliation agreements, student placement, and available clinical sites are made based on the on-going assessment of the clinical education curriculum (See Appendix A; PTA Program Policy 5.3)

### CLINICAL EDUCATION FACULTY DEVELOPMENT

The PTA program is dedicated to providing training and education with the intent of developing the clinical education faculty that serve the PTA program and its students. This training is provided as an effort to improve the clinical education faculty's ability to perform clinical teaching, instructional design and methodology, and student evaluation and assessment (See Appendix A; PTA Program Policy 2.4).

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## **CLINICAL EDUCATION FACULTY PRIVILEGES**

The clinical education faculty that serves the Shawnee State University PTA program and its students are afforded many privileges in order to encourage their willingness to participate in clinical education curriculum development, and PTA student development (See Appendix A; PTA Program Policy 2.3).

## **CLINICAL PRE-REQUISITES**

In order to initiate clinical affiliations for PTAT 2190, PTAT 2290, PTAT 2390, PTAT 2490 the following prerequisites **MUST** be completed:

- Physical Examination
- Current/ updated Immunization Record
- 2-Step TB
- Hepatitis B Series
- Tetanus (Tdap)
- CPR
- OSHA Training
- HIPAA Training
- Background Check (Federal, State)
- Successful completion of academic requirements (See Section I of PTA Student Handbook)
- Individual clinical facility requirements

**\*\*NOTE:** Student is required to upload necessary “clinical pre-requisites” into an electronic service company utilized by the PTA program, CastleBranch. Students are advised to keep original copies of all documents for their own personal records. Students will receive appropriate instructions for uploading required documents at appropriate time. Any/all student records are kept in a secured area and handled only by the program director, ACCE, and program secretary.

### **Physical Examination**

A physical examination must be completed within one year prior to initiation of the PTA program. The physical examination form that is provided to the student by the PTA program secretary must be completed by a licensed physician/nurse practitioner. The physical examination is completed to provide documented proof that the student is capable of performing the essential functions of the PTA coursework. Should a student become disabled during the program the student may be required to repeat a physical examination prior to continuing. Students are responsible for all financial expenses. (Please refer to Minimal Essential Functions and PTA Program Physical Form)

### **Immunization Records**

Immunization records must be current and up-to-date. These records must provide evidence that the following vaccinations/boosters are up to date; MMR, Hep B, Varicella (chicken pox), Tdap

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## **2-Step TB Skin Test**

Student ***must*** have at least an initial **2-Step TB** skin test and an **annual one-step TB test thereafter** before participating at clinical sites. A chest x-ray is needed if the TB test is positive and students may need extended antibiotic treatments if indicated by their physician. This test must be updated annually, or students may not attend clinical affiliations. Students will not be allowed active contact with lab or clinic if active, serious contagious disease such as TB is found. Serology tests are indicated only if the physician deems them necessary to more clearly define the disease or perform a fuller scale medical workup.

## **Hepatitis B Series**

Hepatitis B Series initiation is required prior to clinical placement at the expense of the student. The student must provide documented proof of the initiation and completion of the Hepatitis B series (3 shots) in order to protect the students from any unforeseen exposure and to comply with OSHA regulations. Students not wishing to obtain hepatitis B vaccination will be required to sign Hepatitis B declination form available from the PTA department secretary. However, please note that clinical facilities can refuse to accept students that have declined this shot series.

## **Tetanus Vaccination**

Students must have the Tdap vaccination/booster within 10 years. Students must also provide the documentation as evidence of the dates of this booster.

## **CPR Certification**

A current Healthcare provider CPR certification is required prior to any clinical affiliations. This certification must be maintained throughout all clinical experiences. The program course requirement EMPT 1010 will fulfill the CPR requirement. However, if a student wishes to obtain certification from an outside agency or course that certification will also fulfill this requirement.

## **Occupational Safety and Health Association (OSHA) Training**

Students are required to attend OSHA approved blood borne pathogens training. This training will be provided during PTA program orientation as well as throughout the curriculum. Students will be issued a certificate of completion upon successful demonstration of competence. Students will be required to maintain the certificate of completion in the student clinical notebook.

## **Health Insurance Portability and Accountability Act (HIPAA) Training**

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Students are required to participate in HIPAA training and comply with all legal implications. This training will be provided during PTA program orientation as well as throughout the curriculum. Students will be issued a certificate of completion upon successful demonstration of competence. Students will be required to maintain the certificate of completion in the student clinical notebook.

### **Criminal Background Checks**

The program requires the federal and state level criminal background checks prior to clinical placement for the PTA program, at the student's cost. The results should be sent directly to:

**Shawnee State University**  
**Attn: PTA Program**  
**940 2<sup>nd</sup> street**  
**Portsmouth, Ohio, 45662**

**\*\*If the student has a positive criminal background check then the student may be at risk for non-completion of clinical education, or may not be permitted to sit for licensure after graduation. A positive criminal background does not result in dismissal from the PTA program or University, but may result in inability to participate in clinical education. If the student is unable to complete the clinical education requirements of the PTA program then the student will not be able to graduate from the PTA program or apply for licensure. It is the student's responsibility to notify the program director of a positive background if (s)he would like to be advised further.**

### **Individual clinical facility requirements**

Specific clinical affiliations may require additional vaccinations/immunizations; it is the student's financial responsibility to complete these prior to initiation of clinical education practicums.

- **Drug Screen/ Flu Vaccination/COVID vaccination-** At this point in time, drug screening, flu vaccinations, and COVID vaccinations are not required by the university or PTA program, but may be required by the clinical affiliations in their contracts. Some sites that require these may grant the student access to the drug screening/vaccinations at their facility and cost. However, the student will be financially responsible if not covered by the clinical facility. The ACCE will assist with notifying the PTA students of said requirements.

### **Student Health Insurance**

All students are financially responsible for personal medical expenses including any injuries or illnesses that may arise during clinical affiliations. The student is not required to provide proof of health insurance to the University or the PTA program. However, some clinical affiliation agreements may require proof of personal health insurance.

Facilities are available on campus to provide student health services including counseling and psychological services, and general health clinic needs.



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## CLINICAL REQUIREMENTS

### PTAT 2190

- Part time, for a total of 60 clock hours.
- This is the student's first experience in a clinical setting, held during the fall intersession of the second year.
- Students will be placed by the ACCE in the clinical setting to provide the most appropriate depth and breadth of clinical learning experience. (PTA program Policy 4.2)
- The students will be competent with the application of the following clinical skills:
  - ⇒ Draping
  - ⇒ Positioning and transfer
  - ⇒ Passive ROM
  - ⇒ Taking vital signs
  - ⇒ Ambulation with assistive devices and use of tilt table
  - ⇒ Hot packs
  - ⇒ Cold packs
  - ⇒ Ice massage
  - ⇒ Paraffin
  - ⇒ US
  - ⇒ US with electrical stimulation
  - ⇒ Contrast bath
  - ⇒ Whirlpool
  - ⇒ Bandaging and sterile techniques
  - ⇒ Diathermy
  - ⇒ Electrical Stimulation for pain control and muscle re-education
  - ⇒ TENS
  - ⇒ Traction
  - ⇒ Ultra Violet
  - ⇒ Fluidotherapy
  - ⇒ Diseases and physical dysfunctions
  - ⇒ Burns and noncomplex open wounds
  - ⇒ Iontophoresis
  - ⇒ Assessing normal posture
  - ⇒ Medical documentation, terminology, and abbreviations
  - ⇒ Laws and ethical behavior
  - ⇒ Goniometry
  - ⇒ Muscle testing
- Students have had brief contact with patients and another PT staff, so they will be continuing to learn about professional behavior. The *Clinical Performance Instrument* is to be completed by the CI and student and compare ratings, per the CPI instructions.

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- Students have been guided through the generic abilities, APTA Code of Ethical Conduct,, and Value-based Behaviors to assist in development of competency standards with professionalism, behavior, and interpersonal communication.
  - Students are to introduce themselves as Student Physical Therapist Assistants to patients and/ or stakeholders of the clinical affiliations.
  - Students are responsible for knowing the current state laws and regulations regarding the practice of Physical Therapy in the state that he/ she will be performing a clinical round.
  - The clinical instructor will complete the CPI in it's entirely at the final evaluation only.
  - The students will complete the CPI in it's entirely at the final evaluation only, and the "clinical experience and clinical evaluation of the clinical site".
  - The final grade for each clinical practicum course(s) will be determined by the course instructor based from the "method of evaluation" section of the corresponding clinical practicum course syllabi.
  - **The CI and/or the PTA student must contact the ACCE in the event of Significant Concern with any performance criteria.** The student must complete a conference with the Academic Coordinator of Clinical Education to report on CPI progress for each clinical round.
  - Students must maintain communication with course instructor as required per clinical practicum course syllabi (email, phone, etc.)

#### **PTAT 2290, 2390, and 2490:**

- Full-time sequential clinical practicum experiences at 40 hours per week (5 weeks/ per course) during the spring semester. (5<sup>th</sup> and final semester)
- Students will be placed by the ACCE in the clinical setting to provide the most appropriate depth and breadth of clinical learning experience. (PTA program Policy 4.2)
- The students should continue to practice appropriate professional behavior.
- The students have completed the technical skill didactic education and training portion of the PTA program and should be competent to perform the application of all entry-level clinical skills.
- The *Clinical Performance Instrument* is to be completed by the CI and student and compare ratings, per the CPI instructions at mid-term and final for each clinical practicum experience.
- The final grade for each clinical practicum course(s) will be determined by the course instructor based from the "method of evaluation" section of the corresponding clinical practicum course syllabi.
- **The CI and/or student must contact the ACCE in the event that a Significant Concern box is checked at midterm or any other time.** The student must complete a midterm conference with the Academic Coordinator of Clinical Education to report on CPI progress for each clinical round.
- Students must maintain communication with course instructor (ACCE) as required per clinical practicum course syllabi (email, phone, blackboard, etc.)

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*One In-service is required for any one of the 5 week clinical experiences by the PTA program, and the facility may request a brief case report presentation which should be done on an individual basis. (See Course Syllabus)*

## **GRADING CRITERIA IN CLINICAL SETTING**

Students will be assigned a letter grade by the course instructor. The course instructor will determine the letter grade based on the student and clinical education faculty documentation and communication of the following: (Refer to specific course syllabi PTAT 2190, PTAT 2290, PTAT 2390, and PTAT 2490)

**1. CPI: (Clinical Performance Instrument)-** the PTA program uses a web-based instrument to assess and evaluate student clinical performance during all clinical education practicums. Students will be required to complete formal training on the proper use and implementation of this web-based CPI prior to clinical placement. This training will be established and initiated by the ACCE. Each specific clinical practicum course has a different expected “threshold” of achievement for the performance criteria listed within the CPI. The Individual course syllabi will identify these minimal threshold expectations. These course syllabi will be provided at the appropriate time.

### **2. Student Clinical Notebook**

The ACCE/students are responsible for preparing and maintaining his or her Student Clinical Notebook. The student clinical notebook will be assembled during PTAT 1155 (refer to course syllabus) but should be used for each clinical practicum. Students should use the clinical notebook to perform the following at each clinical affiliation:

- A. Provide the clinical facility with documentation to support the completion of all clinical affiliation agreement requirements.
- B. Provide the clinical instructor with course syllabi, course objectives, and performance criteria.
- C. Provide the clinical instructor/student with information to access the web-based CPI.
- D. Provide the student with information on completing the clinical site survey and clinical instructor evaluation.
- E. Provide the student/clinical instructor with the attendance log/record.
- H. Return all forms requested from the student notebook to the ACCE at the end of the experience.

### **3. Clinical Presentation (In-service)**

The student must provide course instructor with documented proof of completion of ONE clinical in-service provided at the clinical facility during a clinical practicum experience. The student must provide the course instructor with a completed attendance sheet, copy of handouts used, and copy of completed grading rubric. (Refer to course syllabus for PTAT 2290, PTAT 2390, and PTAT 2490)

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## **CLINICAL SELECTION**

All clinical sites will be selected from a database of sites that have a current and valid clinical affiliation agreement with the PTA program. The ACCE will establish communication in order to establish availability of clinical affiliations with all clinical facilities that have a current and valid clinical affiliation agreement. The ACCE will provide PTA students with a list of available clinical affiliations to be selected from prior to any student placement (See Appendix A; PTA program policy 4.2)

PTA students are not permitted to make direct contact with clinical facilities with the intended purpose of establishing a clinical affiliation agreement. Students may request the ACCE to develop clinical affiliation agreements with clinical facilities that the PTA program does not currently possess. Additional clinical affiliation agreements will be established based on many factors such as: quality of clinical facility, clinical setting, qualified clinical education faculty at clinic, program needs, and geographic region (See Appendix A; PTA program policy 4.1).

## **CLINICAL ATTENDANCE POLICY**

Students will be expected to complete the necessary clinical hour requirements within the time frame given for each clinical course. Additionally, University excused absences, including hospitalization, University sporting event, and bereavement of a family member will be excused. However, the student is responsible for notifying the ACCE and the clinical instructor as soon as possible and the time spent away from the clinical may be required to be made up. If the amount of time lost is deemed excessive (enough to impair the education of the student) as determined by the ACCE and/ or clinical instructor, the clinical practicum may be delayed, or discontinued. The student may be subject to remediation or dismissal from the PTA program based on compliance with attendance. (PTA program policy 3.8).

Students must complete all of the hours assigned at each clinic. Any approved absences from clinics must be made up within the current clinical. In the case of illness or unexpected emergency that would require absence, the student must notify the Clinical Instructor and ACCE immediately. It is the student's responsibility to arrange with the Clinical Instructor to make up time that was missed. A written doctor's excuse must be obtained after 3 consecutive days off due to illness before the student may return to clinic.

Unexcused absences cannot be made up and the student is subject to dismissal from the program and clinical round. A pattern of tardiness or absenteeism by the student will generate a need for student counseling form to be completed by the ACCE (Appendix H). Other situations that may result in a student obtaining less clinical hours than expected/scheduled, not included in the above policy will be handled on a case by case basis, with collaboration between the student, ACCE, CCCE, CI, and program director if needed (Appendix H).

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## **EXPECTED BEHAVIOR IN CLINICAL SETTING**

Students are to consider clinical practicum a direct extension of the academic setting. Student behavior should comply with all Shawnee State University and PTA program policies and procedures. The student is expected to adhere and behave in a safe, legal, and ethical manner commensurate with laws and regulations governing the practice of physical therapy within that state and the APTA Code of Ethical Conduct for the PTA.

### **Dress Code**

Students are expected to dress according to clinical facility requirements (See Appendix A; PTA program policy 3.5). students may be required to follow specific dress codes per individual clinical facility policies.

### **Confidentiality**

Students are expected to maintain patient confidentiality during any and all clinical rotation experiences consistent with HIPAA standards of practice.

## **LIABILITY INSURANCE**

The student will be insured under a college umbrella liability policy for possible acts of negligence or other incidents that occur in their clinical experiences. The student is only covered under the university's liability insurance when the student is performing a clinical affiliation as part of a PTA course requirement (PTAT 2190, PTAT 2290, PTAT 2390, and PTAT 2490). Students are not covered under the university policy during any voluntary or employment situations that a student may choose to enter that are not part of a PTA course requirement. The university's liability insurance coverage will terminate immediately after students have completed to clinical requirements and PTA education. The ACCE will provide proof of University's liability insurance coverage prior to the student initiating the clinical practicum, upon request from CCCE or clinical facility.

The University liability insurance policy ONLY covers professional liability. It will NOT cover personal medical expenses that may occur during clinical or academic setting. Those expenses are the sole responsibility of the student (As outlined in the PTA Student Handbook).

## **STAKEHOLDERS AND STUDENTS' ROLE IN CLINICAL EDUCATION CURRICULUM**

In order to assist the faculty and administration with the evaluation of the PTA program goals and objectives, the PTA program will utilize input from the PTA Advisory Committee, Clinical Education Faculty, and PTA students. (See Appendix A; Program Policies, 3.6, 5.3, and 5.6)

The PTA program and faculty value the opinion of the Clinical Education faculty, Advisory Committee and PTA students in the overall review of the clinical education curriculum (See Appendix A; Program Policy 5.3). All PTA students will attend and participate in a comprehensive debriefing session with the ACCE and/or course instructor following PTAT

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2490. The debriefing meeting will encourage students to openly discuss the clinical education experiences, clinical concerns, and the PTA programs selection process and clinical education curriculum. Clinical Education faculty are encouraged to discuss student preparedness and PTA program clinical education curriculum during communication with the ACCE. The PTA advisory committee will be encouraged to provide input and feedback on student performance on clinical education curriculum (See Appendix A; PTA program policy 3.6)

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### **III. MISCELLANEOUS SECTION**

#### **ACADEMIC COUNSELING AND TUTORING**

**PTA student academic advisors-** each PTA student will be assigned a PTA core faculty to serve as a student academic advisor. In addition, the PTA student advisor may serve as an advisor and/or mentor in career decision/guidance, and concerns. Students are required to meet with their academic advisor two times per year, but are encouraged to meet with their advisor more often as the need arises (See Appendix A; PTA program policy 3.4).

**Academic Tutors-** Peer tutoring is offered free of charge by the Student Success Center to any student at Shawnee State University. The tutors are recommended by the faculty and must have earned a grade of A or B in the course that they are tutoring. Students that are having difficulty with coursework should alert the instructor so that he or she can immediately facilitate a request of a tutor for that course.

**Psychological Counseling-** Counselors are available to all Shawnee State University students for any personal or financial concerns located in the campus Counseling Services and Student Business Center on 2<sup>nd</sup> floor of the Morris University Center.

#### **GUEST PARTICIPATION POLICY**

Any guest desiring to attend a lab session as a demonstration subject should contact a faculty member first in order to review and sign a university consent and release of liability form. (PTA program Policy #1.4) A parent must sign this for any minor wishing to visit and interact with the students or staff. SSU does not take responsibility for lost personal items, damages, or other untoward events in this case. The signed release form shall be maintained in the program director's office.

#### **STUDENT PARKING**

Students can only park in areas marked student parking. Any expenses accrued due to violation of parking policy will be the sole responsibility of the student for reconciliation.

#### **SAFETY ESCORTS**

Safety escorts are available by calling the Security Office at 351-3232. Students are recommended to use common safety precautions, park in well-lit areas, and know where the emergency call boxes are located on campus.

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## **BOOKSTORE**

The University bookstore is located in the University Center. The bookstore provides required textbooks, supplies, graduation gowns, etc. The university bookstore Barnes & Noble sponsored bookstore and may be accessed from any Barnes and Noble resource.

Students are not required to use the University bookstore for the purchase of textbooks or supplies. Students may lease or purchase textbooks and supplies from the university bookstore or from outside sources. Faculty recommends keeping all technical books for use in the clinics. Frequently, these books will be used in more than one class and will be useful to you as references when you become a PTA.

## **FINANCIAL AID**

The Student Business Center is located on the second floor of the University Center and handles all financial aid issues. Questions regarding tuition, and other university fees should be directed to the office of financial aid. Advisors are available to assist Shawnee State University students as needed. Failure to pay any university fees by due date may result in removal from course, delayed graduation, and or dismissal from the University. If a student anticipates difficulty with meeting financial obligations he/she should take responsibility to pro-actively seek advising.

## **CAFETERIA**

The on-campus cafeteria is located on the first floor of the University Center.

Vending machines are available at all times in the following locations: Massie Hall, Vern Riffe Building, University Center, Health Sciences Building, and Kricker Building.

## **STUDENT LOCKERS**

PTA student will have access to lockers to store personal belongings. The lockers are located on the second floor of the Kricker Building (near the PTA lab).

## **STUDENT LEARNING RESOURCES**

**PTA Laboratory/Classroom-** PTA lab is utilized as a laboratory/classroom for the physical therapist assistant program at Shawnee State University. PTA students may access the laboratory when classes are not in session during open laboratory hours or by arrangement with faculty. Learning resources contained within the laboratory must remain within the room unless arrangements are made with the faculty or laboratory coordinator. Learning resources include all of the following: educational DVD/VHS with TV available, anatomic models, student computer, therapeutic equipment and modalities, resource textbooks, and journals. Students are not permitted to utilize equipment or perform treatment interventions without faculty or lab coordinator present.



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**Computer Lab-** Students have access to all computer labs located throughout any campus building.

**Library-** The Clark Memorial Library has a numerous selection of required textbooks available through there holding or by accessing the Ohio Link System.

## **LICENSING**

Upon successful completion of the PTA program students will be required to obtain licensure in the state in which he/she wishes to practice, and pass a national examination (NPTE-PTA). The PTA program will assist the student in preparation for the NPTE-PTA exam and the application for state licensure. However, students are responsible for successful completion of the examination and all associated financial obligations. Each state will have different licensing requirements and it is the student's responsibility to identify those said requirements and prepare accordingly.

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**Appendix A**

**PTA Program “Student” Policies and Procedures**

Shawnee State University	Title: Accreditation Reporting	Policy # 1.1	Date: 09-01-2011 Reviewed: 8-7-2019	Page 1 of 1
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**PURPOSE:**

To ensure compliance with the Higher Learning Commission of the North Central Association of Colleges and Schools and the Commission on Accreditation in Physical Therapy Education standards, policies, and procedures.

**POLICY:**

The Program Director is ultimately responsible for all accrediting compliance related issues of the physical therapist assistant program with the standards consistent with the Higher Learning Commission of the North Central Association of Colleges and Schools and the Commission on Accreditation in Physical Therapy Education.

**PROCEDURE:**

A review of the accreditation criteria and standards will be included within the Program Evaluation process.

All department publications stating the accreditation status will include the name and address of CAPTE. The CAPTE accreditation guidelines will be followed in describing accreditation status.

**1.1.1. Submission of Accreditation Fees and Documentation**

Program Director: Receives the invoice of the accreditation fee from CAPTE.

Delivers the invoice to the Dean's office (Dean of the College of Professional Studies)

Dean's Office: approves the payment and invoice

Department Secretary: submits the payment using the PTA program budget to cover the accreditation expense.

**1.1.2. Notification of Substantive Change**

Program Director: In the event of a substantive change in the program (i.e. faculty change, budget changes that would impact the program, lose of accreditation of the University to offer the program from the Higher Learning Commission of the NCA) the Program Director is responsible for notifying the Commission on Accreditation in Physical Therapy Education.

Dean's Office: In the event of the Program Director being vacant the Dean's office will assume the responsibility of notifying the Commission on Accreditation in Physical Therapy Education.

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Shawnee State University	Title: Non- Discrimination	Policy # 1.2	Date: 09-01-2011 Reviewed: 8-7-2019	Page 1 of 1
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**PURPOSE:**

To ensure that the Physical Therapist Assistant Program adheres to non-discrimination consistent with the University Policy.

**POLICY:**

The Physical Therapist Assistant program will adhere to the University policy which is as follows:

**Special Assistance Statement and Notice:**

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, 740-351-3106 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructor's during the instructor's office hours to discuss their specific needs related to their disability. The accommodation letter will be sent to the instructor and student via e-mail prior to the semester start date. Any questions regarding the accommodations on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation might not be able to be provided.

Shawnee State University	Title: Privacy and Confidentiality	Policy # 1.3	Date: 09-01-2011 Reviewed; 8-15-2019	Page 1 of 1
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#### **PURPOSE:**

To ensure compliance with Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).

#### **POLICY:**

The Physical Therapist Assistant Program and the Program Director of the PTA program will inform the students of the importance of privacy and confidentiality upon entering the program. Additionally, the PTA program and faculty will strictly adhere to the regulations governed within the FERPA legislation, and HIPAA legislation.

#### **PROCEDURE:**

The PTA program and faculty will strictly adhere to the standards set in place by FERPA and HIPAA legislation.

In the event of a violation of the policy the procedure following procedure will commence:

Once the program director has received a complaint or concern about a violation of HIPAA or FERPA he/she will perform interviews with all of the parties involved to collect more information, and then will pass the complaint/concern along to the Dean to the College of Professional Studies.

The following chain of command should be followed:

1. Stakeholder making the complaint or concern
2. Program Director
3. Department Chairperson
4. Dean of College of Professional Studies
5. Provost Office
6. President's Office

If at any time during the gathering of information a decision can be made that would require disciplinary action (consistent with the SEA/SSU collective bargaining agreement) or the initial complaint is determined to be without just cause then the matter may be ended.

#### **RESPONSIBILITIES**

Program Director: Inform the students of the policy upon acceptance into the program.

Serve as a "gate keeper" of any non-adherence to the policy.

ACCE: Reinforce the policy within each of the clinical affiliation rotations.

Student: Do not share any personal health information (PHI) regarding patients to anyone outside of the medical team that would need to be informed about the patient.

Report any violations to their immediate supervisor or instructor.

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Shawnee State University	Title: Informed Consent	Policy # 1.4	Date: 09-01-2011 Reviewed: 8-15-2019	Page 1 of 8
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#### **PURPOSE:**

To ensure the safety, confidentiality and rights of students, guests, and patients/clients in laboratory settings, which should be used for learning experiences and may include consenting to participate in laboratory sessions, consenting to be treated, and providing guest speaking events for learning purposes both on-campus or on program approved off campus field trips.

#### **POLICY:**

##### **1.4.1. Students**

All students shall be informed of the nature of the educational experience at Shawnee State University within the physical therapist assistant program. The nature of the education requires students grant their consent to be treated as a “mock” patient during the laboratory sessions. This consent is granted for the entirety of the curriculum but at any time the student may revoke his/her consent given a documented conflict, such as a newly established medical condition, or religious beliefs. Revoking consent may delay matriculation through the program but will be established on a case-by-case basis depending on the learning objectives of the skills that are being taught.

During the educational experience students may be required to be videotaped or photographed as part of a learning component. Students will be informed of the possibility of being videotaped and/or photographed for educational purposes, and students will grant consent upon beginning the program coursework.

##### **1.4.2. Guest Speakers**

Faculty of the PTA program may request and grant permission for guest speakers to present educational content that is of value to the student learning. The requesting faculty will make the guest speaker aware of the presentation commitments and will request a signed “Guest Speaker Content Form” prior to the presentation.

As part of the Guest Speaker Consent Form, the PTA program reserves the right to videotape the presentation to be used later strictly for educational purposes. The material videotaped will be maintained as educational property of the speaker, but the PTA program will be granted the consent to use the material for the educational purpose of the students in future years.

##### **1.4.3. Patient/Client**

Faculty of the PTA program may request and grant permission for clients/patients to come to the class or to be seen. The requesting faculty will be responsible for obtaining informed written consent with the “Liability Release Form” prior to any hands-on experiences. If the patient/client learning experience is a hands-on laboratory experience for the student is to take place in a facility that does have a current clinical affiliation agreement with the PTA program at SSU, there will be a “Liability Release Form” signed by the “patient/client” prior.

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As part of the Liability Release Form, the PTA program reserves the right to videotape the presentation to be used later strictly for educational purposes.

## **PROCEDURE**

### **1.4.1. Students**

#### **Responsibility**

Program Director:	<p>Inform the students of the nature of the learning experiences within the PTA program of study.</p> <p>Obtain the informed consent documentation "Consent to Lab Treatment and Draping" during PTA orientation. (See Attached)</p> <p>Obtain the informed consent documentation "Consent for Videotaping and Photography" during PTA orientation. (See Attached)</p>
Faculty:	<p>Assure students are informed of the specific risks and benefits of individual treatments.</p> <p>Assure reaffirmation of consent (written or verbal) just prior to performing specific techniques related to the PTA educational process.</p>
Students:	<p>Provide consent documentation "Consent to Lab Treatment and Draping" during orientation.</p> <p>Provide consent documentation "Consent for Videotaping and Photography" during orientation.</p> <p>Assure reaffirmation of consent (written or verbal) just prior to performing specific techniques related to the PTA educational process.</p> <p>In the event of a student revoking consent proper documentation should be provided to support the request. Depending on whether the learning objectives for the activity can be adequately met, revoking consent may result in a delay with matriculation through the program.</p>

### **1.4.2. Guest Speakers**

#### **Responsibility**

Faculty:	Obtain the "Guest Speaker Content Form" prior to the presentation. (See Attached)
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In the event of the event being off campus, the faculty should use an appropriate clinical facility form as a substitute to meet the needs of the specific educational experience and clinical site.

File Appropriate Consent Forms in Department Chairperson's office (consent file) with original to clinical facility when appropriate.

#### **1.4.3. Patient/Client**

##### **Responsibility**

Faculty:	<p>Explain the purpose and procedure and obtain the patient/client sign an informed consent (Liability Release Form).</p> <p>If the session is to be videotaped or photographed the "Consent to Videotape and Photograph" must also be obtained prior to treatment.</p> <p>Universal precautions will be used in all patient/client interactions and equipment or supplies will be cleaned or disposed of appropriately, as needed.</p> <p>Respect the dignity and confidentiality of the patient/client in all actions.</p> <p>Demonstrate professional behaviors in all interactions.</p> <p>Demonstrate cultural sensitivity in patient/client interactions.</p> <p>Perform consistent with the APTA Physical Therapy Code of Ethics.</p> <p>Prepare additional comments on the Department Informed Consent as needed.</p> <p>In the event of the event being off campus, the faculty should use an appropriate clinical affiliation agreement as a substitute to meet the needs of the specific educational experience and clinical site.</p> <p>Supervise students when hands-on learning experience(s) is/are occurring.</p> <p>Review and oversee safety, confidentiality, and respect issues with students prior to session as needed.</p> <p>File Appropriate Consent Forms in Program director's office (consent file) with original to clinical facility when appropriate.</p>
Students:	<p>Universal precautions will be used in all patient/client interactions and equipment or supplies will be cleaned or disposed of appropriately, as needed.</p> <p>Respect the dignity and confidentiality of the patient/client in all actions.</p>



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Demonstrate professional behaviors in all interactions.

Demonstrate cultural sensitivity in patient/client interactions.

Perform consistent with the APTA Physical Therapy Code of Ethics.

Keep strictly confidential all information learned about the participant patient/client sharing only in legitimate class discussions and written reports.

Explain purpose and procedures in a respectful and appropriate manner to patient/client.

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#### Guidelines for Physical Contact during University-related Activities

In accomplishing the mission of Shawnee State University, certain University-related activities will require physical contact between two or more individuals. Activities requiring physical contact include instructional activities such as demonstration, practice, and evaluation of clinical or hands-on skills. Further, environments such as the athletic training room, dental clinic, and student health center involve physical contact for evaluation and treatment of clients/patients. Physical contact may be between faculty/staff and student, faculty/staff and faculty/staff, or student and student.

When physical contact is required between two or more individuals in a University-related activity, the following guidelines will apply:

1. Physical contact should be limited to that necessary and appropriate for completion of the designated activity.
2. The individual to be touched should be informed of the nature, purpose, and extent of physical contact required with completing the activity. The need for physical contact should be designated as instructional or treatment.
3. All individuals must provide express consent (verbal or written) to participate in the activity requiring physical contact and the right to refuse or terminate the encounter.
4. A chaperone or third person of the same gender as the contacted person must be present in all encounters that require physical contact and/or removal of clothing.
5. An appropriate atmosphere should be maintained at all times, including proper dress and use of professional language.
6. Every effort should be made to provide an environment that ensures the comfort, modesty, and dignity of all individuals.
7. All parties should abide by the Code of Ethics and standards of behavior established by the profession(s) involved.
8. University policy on "Unlawful and Prohibited Discrimination and Harassment" (University policy 5.03 revised) will apply.

Shawnee State University is committed to ensuring that individuals demonstrate the highest level of professionalism at all times. When physical contact is required for University-related activities, professional behavior that safeguards the dignity of all individuals is expected. Observance of these guidelines will help students develop attitudes and practices that will provide a foundation for becoming professionals who serve the public and who represent Shawnee State University as graduates.

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***SSU PTA Program***

**Consent to Lab Treatment, Draping, Videotaping**

Please review and sign the following consent, then return it to the Director for review. There are three sections, one containing guidelines regarding how you will receive mock treatments, one for expectations about how you will be treating others, and one for consent for videotaping/photography for instructional purposes. If you have any cultural or individual differences that need attention or adjustment to the following, please seek advice from faculty for possible adjustments as soon as possible. If you have any guests that would be good subjects, please direct him or her to the staff for a separate consent form. Thank you.

**Your Treatment**

I, \_\_\_\_\_, agree to be treated by my instructors, guest lecturers, or classmates during any or all mock lab and treatment sessions for the duration of my stay in the program. I understand that all efforts to provide modesty and safe conditions for me and that if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment that I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it. I will follow the dress code for lab, as explained in the PTA student handbook. I will give notice to staff of any allergies such as latex, nylon fibers, or asthmatic conditions to the director before the lab session.

**Treating Others**

I, \_\_\_\_\_, will endeavor to follow the APTA Code of Ethics for the PTA, along with the posted lab rules. I agree to drape my classmates, guests or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom and lab activities. I will promptly report any malfunctioning equipment to staff as soon as the unit is noticed to be causing problems.

**Videotaping/ photography**

I, \_\_\_\_\_ agree to be videotaping/photography by my instructors, guest lecturers, or classmates during any or all mock lab and treatment sessions for the duration of the program for the purpose of instruction only. I understand that I can expect all efforts to provide modest and safe conditions. If I am uncomfortable I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it.

Signed: \_\_\_\_\_

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

Date: \_\_\_\_\_

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**Shawnee State University  
Physical Therapist Assistant Program**

**Guest Speaker Consent Form**

I, \_\_\_\_\_ agree to participate in the PTAT \_\_\_\_\_ course, in the Physical Therapist Assistant program at Shawnee State University. I understand that the students are learning about the implementation of physical therapy interventions with multiple medical conditions. Participation in this learning experience is voluntary and helps the student learn. I may withdraw from participation at any time I wish.

I understand and permit videotaping of the session for educational use only by the instructor, and that no fees are associated with this activity.

Please feel free to ask any questions about the procedure.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Member

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\*The following general SSU form may be more appropriate for guest patients or family who participate physically in the courses.

## SHAWNEE STATE UNIVERSITY

### Program

#### LIABILITY RELEASE, WAIVER, DISCHARGE AND COVENANT NOT TO SUE

This is a legally binding release made by me, (and if under the age of 18, a custodial parent or guardian) to Shawnee State University, its officers, employees, agents, contractors and representatives, hereinafter, the Institution.

I fully recognize that there are dangers and risks involved in participating in the University \_\_\_\_\_ PROGRAM, to include, but not limited to personal injury, property damage, and \_\_\_\_\_

I therefore agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. In consideration of and return for the services, facilities, and other opportunities provided to me by the Institution in this activity, I release the Institution (and its governing board, employees, contractors and agents) from any and all liability, claims and actions that may arise from injury or harm to me or from damage to my property or the property of others in connection with this activity. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failures to act of the Institution (or its governing board, employees, contractors or agents), including but not limited to negligence, mistake, or failure to supervise by the Institution.

I recognize that this release means I am giving up, among other things, rights to sue the Institution, its governing board, employees, contractors and agents for injuries, damages, or losses I may incur. I also understand that this release binds my heirs, executors, administrators, and assigns, as well as myself.

I have read this entire release, have had an opportunity to ask questions about this PROGRAM release, and I fully understand it and I agree to be legally bound by it.

THIS IS A RELEASE OF YOUR RIGHTS. READ CAREFULLY BEFORE SIGNING.

\_\_\_\_\_  
Releaser's Signature (Date)

For releasers under age 18:

\_\_\_\_\_  
Parent or Guardian's Signature (Date)

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Shawnee State University	Title: Due Process	Policy # 1.5	Date: 02-01-2012 Reviewed; 8-15-2019	Page 1 of 6
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**PURPOSE:**

To ensure the rights of students and faculty in the event of dismissal from the PTA program or PTA faculty. Due Process shall be defined as the process that occurs whenever the expected disciplinary action taken may result in dismissal or removal of from the PTA program or PTA faculty.

The PTA Faculty and administration recognize two distinct types of offenses based on severity of the offense.

**Category I Offenses:** Consequence after due process hearing could lead to **Program dismissal.**

**Category II Offenses:** Consequence after due process of hearing could lead to **Program probation for the duration of the program remaining, or dismissal**

After review of alleged unethical behavior by faculty, program leader and if necessary the Dean of the College of Professional Studies or designee, students may be dismissed or placed on probation from the program for any or all of the following reasons:

***Category I Offenses:***

1. Attendance on university or clinical properties while under the influence of any mind altering substances, or found to have possession of illegal substances as outlined by the university policies (Policy No. 5.06).
2. Revealing any protected health information (PHI) to outside parties without the need to know the information, per the HIPAA guidelines.
3. Verbal or physical acts of aggression or pattern of sexual harassment against another person while on the university or clinical properties.
4. Failing to protect the patient or client from potential harm, such as unethical or incompetent acts of others.
5. Deliberate destruction or damage to university, clinical, student or faculty property.
6. Theft of university, clinical, student or faculty property.
7. Deliberate falsification of any program, clinical or patient documentation or record by omission or addition.
8. Plagiarism or any form of cheating on any type of university or program assignment: e.g. evaluation/research paper/quiz/test/examination.
9. Practicing beyond the scope of a PTA in the relevant state's practice act.

***Category II Offenses:***

10. Causing damage to university, clinical, student or faculty property through negligence.
11. Causing abuse, injury, or harm to a patient, student, or faculty member through negligence.
12. Insubordination or refusal to obey an order relating to hospital function or patient care; except in the case that it would exceed a working PTA's scope of care or negligence in supervision by a clinical instructor or faculty instructor/lab assistant.
13. Failure to maintain an overall 2.66 GPA in all required academic courses.

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14. Failure to achieve a "C" in any coursework.
15. Failure to complete PTAT lab practical exams with 75% competency or with failure of key safety indicators.
16. Failure to average 75% on lecture examinations within PTA technical courses
17. Failure to comply with attendance PTA program policy

#### **POLICY:**

##### **1.5.1. Students**

All students shall have the right to a due process. Student grade appeals, academic probation, and dismissal decisions from the PTA program progress through the chain of command to the Dean of College of Professional Studies. However, if the student files a formal grievance against a faculty member then the chain of command may go to the President of the University if necessary.

##### **1.5.2 Faculty/Staff**

Faculty and staff of the PTA program shall have the right to informally or formally grieve an issue that may result in discipline or possible termination of employment. The PTA program has adopted the SEA/SSU Collective Bargaining Agreement language to outline the policy and procedure.

#### **PROCEDURE**

##### **1.5.1. Students**

##### **Responsibility**

Faculty:	<p>If the complaint regarding a grade dispute the faculty should make a prudent attempt to resolve the complaint informally.</p> <p>If the complaint cannot be resolved informally, the faculty member shall notify the program director of the complaint.</p>
Program Director:	<p>If formal complaint is written by the student then the program director will review all relevant information submitted and make a formal recommendation.</p> <p>Formally inform the student of the program decision to dismiss or suspend from the PTA program.</p> <p>In all cases of complaint or dismissal appeal, if the student is not satisfied with the program director's recommendation, the program director shall notify the dean of the college of professional studies of the situation and notify the student of the next level of appeal.</p>
Dean of College of	<p>Receive the formal complaint or dismissal appeal after the program director's recommendation.</p>



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Professional Studies

Review all relevant information, which may include speaking with the faculty and/or program director.

Form a committee to review the information and meet with the student filing the complaint or dismissal appeal.

Make a formal recommendation with the committees input to the student s after the student meeting.

Students:

The student should make every good faith effort to resolve the complaint informally.

If the student is not able to resolve the complaint informally, he/she may file a formal grievance within 10 calendar days after receiving official notification of the program's intention.

The formal complaint or dismissal appeal must be typed and contain any supporting documentation that the student would like to be reviewed.

Attend any and all meetings that are requested within the complaint resolution process.

**Student Grievance Procedure:**

1. Students shall be notified of the allegation that may result in dismissal or probation from the PTA program by the PTA program director.
2. Nothing herein contained in this grievance procedure shall be construed to prevent an individual grievant from first seeking to informally resolve a grievance if he/she chooses, provided that such an informal grievance settlement is not inconsistent with the terms of the policy, and the grievant has not initiated a formal grievance (i.e. filed a Grievance Form)
3. In the event that an informal resolution cannot be met the students should follow the appropriate chain of command to grieve a decision. A formal grievance should be a typed letter explaining the details of the grievance and provide any supportive documentation, and should be filed with the PTA program leader. The Chain of command is as follows:
  - a. Faculty or Instructor (in the case of a grade dispute only)
  - b. PTA program director
  - c. Dean of College of Professional Studies
  - d. Provost or appointee (Formal grievance only)
  - e. President or appointee (formal grievance only)
4. Formal grievances must be filed within 10 calendar days of the official notification of the allegation from the PTA program leader.
5. If the grievance cannot be handled by the PTA program director then the grievance will be forwarded to the Dean of the College of Professional Studies.



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6. The Dean shall form a committee to review the documentation and meet with the student within 7 calendar days after receiving the formal grievance.
7. The committee and Dean will make a formal recommendation within 3 calendar days after meeting with the student, and if the student would like to move further with the grievance he/she may appeal in writing to the Provost or appointed Provost Representative to hear the complaint.
8. Refer to the faculty grievance procedure for details on how the process should be followed past the Dean of College of Professional Studies.

#### **1.5.2. Faculty/ Staff**

##### **Faculty or Staff Grievance Procedure:**

1. Nothing herein contained in this grievance procedure shall be construed to prevent an individual grievant from first seeking to informally resolve a grievance if he/she chooses, provided that such an informal grievance settlement is not inconsistent with the terms of the Agreement and the grievant has not initiated the formal grievance process (i.e. filed a Grievance Form).
2. In the event that the above informal step is unsuccessful or not exercised, the grievant may file a formal grievance form. This form shall be completed in triplicate with one (1) to the grievant, one (1) to the Association, and one (1) to the appropriate Dean. Insofar as practicable, grievance conferences will be scheduled so as not to interfere with the class or work schedule of the grievant or administrative officers whose presence will be required.
3. A grievant shall have the right to be present at any level in the grievance procedure without loss of pay.
4. Any grievance not acted on in the time limits provided in this article is automatically appealed to the next level.

##### **Level One – Dean.**

A meeting shall take place between the grievant (or his/her designee) and Dean (or his/her designee) at a time mutually agreed to by all parties, but no later than ten (10) days following the date the grievance was filed with the Dean. A grievant may only be accompanied by a witness(es) and one (1) Association representative of his/her choice and an OEA Representative. The University Administration reserves the right to have comparable representation present. If the Dean lacks authority to resolve the grievance, the grievance shall be forwarded to Level 2 within ten (10) working days and the Dean shall notify all parties that the matter has been forwarded.

A written answer will be given by the Dean or his/her designee after this meeting.

##### **Level Two – Provost.**

In the event that the formal grievance is not resolved to the satisfaction of the grievant at Level One or the Dean lacks authority to resolve the grievance, the grievant may request within ten (10) days a Level Two meeting with the Provost by filing a grievance form. A meeting shall take place between the grievant (or his/her designee) and the Provost (or his/her designee) at a time mutually agreed to by all parties, but no later than ten (10) days following the date the grievance was filed with the Provost. A grievant may only be accompanied by a witness(es) and one Association representative of choice

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and/or an OEA Representative. The University Administration reserves the right to have comparable representation present. The parties may mutually agree to expand the number of representatives for each side. If the Provost lacks authority to resolve the grievance, the grievance shall be forwarded to Level 3 within ten (10) working days and the Provost shall notify all parties that the matter has been forwarded.

A written answer will be given by the Provost or his/her designee after this meeting

#### **Level Three – President.**

In the event that the formal grievance is not resolved to the satisfaction of the grievant at Level Two or the Provost lacks authority to resolve the grievance, the 14 – 3 grievant may request a Level Three meeting with the President by filing a grievance form. A meeting shall take place between the grievant (or his/her designee) and the President (or his/her designee) at a time mutually agreed to by all parties, but no later than fifteen (15) work days following the date the grievance was filed with the President. A grievant may only be accompanied by a witness(es) and one (1) Association representative of choice and an OEA Representative. The University Administration reserves the right to have comparable representation present. The parties may mutually agree to expand the number of representatives for each side.

A written answer will be given by the President after this meeting.

#### **Level Four – Binding Arbitration.**

In the event that the formal grievance is not resolved at Level Three, the Association may appeal the grievance to arbitration. Within ten (10) work days after receipt of the Level Three disposition, the Association may file a demand for arbitration to the American Arbitration Association (AAA) and to the President of the University. The SEA representative and the President then choose an Arbitrator pursuant to the voluntary selection rules of the American Arbitration Association (AAA). However, the arbitrator will not add to, subtract from, or otherwise change any provisions of this Agreement or the ORC not otherwise superseded by this Agreement. The decision of the arbitrator shall be final and binding upon both parties. The arbitrator shall be requested to issue his/her decision within thirty (30) calendar days after the conclusion of testimony and argument. Any award involving a salary adjustment shall be limited to the life of the contract. All other awards shall be limited to a period not to exceed sixty (60) calendar days from the filing of the grievance. The costs of the services of the arbitrator, and the cost of the hearing room, if any, shall be shared equally by the University and Association/Grievant.

#### **Miscellaneous.**

Copies of all written answers at any level of this procedure shall be given to the grievant and the Association President. Any grievance not appealed within the time limits set forth above shall be considered settled on the basis of the last decision. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation. By mutual agreement of the Association and the University, a grievance may be initiated at any higher applicable level. The grievant may withdraw the grievance at any level without prejudice with the understanding that if the same

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grievance is filed at a later date outside the time limits as defined in the grievance process, it will be considered untimely.

A copy of the grievance form shall not become a part of the unit member's personnel file unless the grievant, SEA and University agree otherwise.

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Shawnee State University	Title: Complaints and Concerns	Policy # 1.6	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 1
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**PURPOSE:**

To provide students, parents, community members, or any other stakeholders of the PTA program a method of resolving a grievance concerning an informal and/or formal complaint or concern

**POLICY:**

Informal complaints made by students, parents, community members, or any other stakeholders of the PTA program can be resolved by discussing concerns directly with the PTA faculty/ ACCE/ or Program Director, as appropriate then if necessary the department chair, then if necessary the Dean of the college of professional studies, then if necessary the Provost, in that order.

Formal complaints require appropriate documentation including the steps taken prior to resolve the complaint.

Persons wishing to resolve a complaint or concern (formal and informal) against a member of the University's faculty bargaining unit, is handled under the complaint procedure according to the Policies and Procedures at SSU that is available to the public on the current Shawnee State University website ([www.shawnee.edu](http://www.shawnee.edu))

**PROCEDURE:**

1. complaints, concerns, and anonymous reporting will sent by following the steps directly listed at <http://www.shawnee.edu/anonymous-reporting/> within the Shawnee State University website.
2. students may file a complaint also by contacting the ombudsperson according to the SSU policy listed on <http://www.shawnee.edu/anonymous-reporting/>

Shawnee State University	Title: Safety of Persons Associated with PTA Program	Policy # 1.7	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 5
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**PURPOSE:**

To ensure the safety and health of students, faculty and patient/clients involved in the PTA Program.

**POLICY:**

Students will receive education/training in safety procedures that will be utilized during on-campus and off-campus educational experiences. Students will demonstrate competence in safety procedures prior to commencing with clinical assignments.

**PROCEDURES:**

**1.7.1 On-Campus Educational Experiences**

Students are not permitted to perform interventions or use equipment in the absence of faculty or licensed laboratory assistant.

**1.7.1.1. Emergency Procedures:**

Each student is responsible for personal health and safety. The procedures below are intended as guidelines to assist students in emergency situations:

- A. **Illness**- Contact the instructor or secretary (ext. 3169). If illness is severe then contact campus security at 3232 from an on-campus phone, (351-3232 from off-campus) or dial 9-911 from a campus phone.
- B. **Thunderstorms** - The program suggests that individual take shelter in a building or car. Do not stand near tall trees or telephone poles. Stay away from open water and metal objects.
- C. **Tornado** - Individuals should take shelter on the lower floor of the building in hallways away from windows. In a car, get out and seek shelter in a low area or resident hall.
- D. **Fire** - If a fire is discovered immediately contact security at ext. 3232 from an on-campus phone (351-3232 from off-campus phone). If the fire is obviously out of control, pull the nearest fire alarm and follow the emergency evacuation procedure located near the room exit then contact the fire department by dialing 9-911 from an on-campus phone.
- E. **Earthquake** - Light tremors – Get outside quickly. Do not take personal belongings with you. When outside, stay away from buildings and power lines.

Major tremors – Stay away from places with high ceilings, move away from the center if there are high ceilings around you. Get under sturdy objects (desk, table, bed, etc.). If you cannot get under something, stand under a doorframe. Do not re-enter a building until the building has been thoroughly checked for major damages (foundation, gas

Shawnee State University	Title: Safety of Persons Associated with PTA Program	Policy # 1.7	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 5
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lines, power lines, etc.). Do not attempt to leave a building under major tremors. An earthquake can happen in 15 to 30 seconds, not allowing you enough time to exit. After an earthquake, exit the building immediately.

- F. **Inclement Weather** - On questionable weather mornings, the Office of the Provost is responsible to make the determination for delays or closure. This notification is reported to local news stations, and campus alert system.

#### **1.7.1.2. Infection Control:**

Each student is responsible for personal health and safety. The procedures below are intended as guidelines to assist students in infection control situations:

To prevent the transmission of blood and body fluid diseases, Universal Precautions will be used at all times when contact with potential body fluids is anticipated. All blood and body fluids and tissue will be treated as potentially infective.

Faculty will make available gloves (and powderless gloves), gowns, masks and goggles, as appropriate for potential contact for laboratory classes.

#### **Infection Control Procedure:**

1. Gloves shall be worn when any contact with moist body substances (blood, saliva, pus, wounds, urine, feces, etc.) from any person is anticipated.
2. Gloves, lab coats or gowns shall be worn if soiling of clothing may occur.
3. Gowns shall be worn when potential soiling of clothing is apparent.
4. Masks shall be worn if aerolization or spattering of blood or body fluid might occur.
5. If a patient or client is known or suspected to have a disease that is transmitted by airborne route, masks shall be worn when entering the room.
6. Goggles shall be worn if spattering of blood/body fluids might occur.
7. Soiled material shall be placed in a plastic bag, tied securely and disposed of in an appropriate receptacle.
8. Needles and other sharp objects will be placed in the puncture proof containers for disposal at the med labs room.
9. Hands must be washed before and after all procedures with contact with patient/clients or potentially infected material.
10. If contamination by body substances appears likely, the equipment will be cleaned with soap and water and disinfectant solution according to specific procedures for that equipment. Gloves should be worn.

#### **Hazardous Substance Procedure:**

To meet the safety standards for safe handling of hazardous substances in the PTA program, all faculty will orient students to any hazardous substances used in the laboratory classes. Safety manuals will be constructed to be kept in each lab.



Shawnee State University	Title: Safety of Persons Associated with PTA Program	Policy # 1.7	Date: 02-01-2012 Reviewed: 8-15-2019	Page 3 of 5
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1. Material safety data sheets will be placed in the Safety Manual at the time of purchase.
2. All containers must be clearly labeled.
3. Substances poured into smaller containers for use must be clearly labeled.
4. Faculty are responsible to orient students to any substance used in lab.
5. Students are responsible to refer to MSDS manual as needed to maintain their own health and safety.

#### **Equipment Safety Procedure:**

1. A certified biomedical inspector will maintain inspection checks on all working equipment and devices used in the classroom and/or laboratory annually.
2. The inspector will mark all equipment as checked, and will tag any equipment that is not safe for use.
3. The program will remove or repair the tagged equipment prior to use.
4. The equipment maintenance log will be maintained in the laboratory to be viewed by any interested party.
5. The faculty will review the equipment maintenance log and check the equipment to be used during the class instruction for any obvious damage prior to use each semester.
6. If an obvious problem is identified then the piece of equipment will be tagged and removed from use until such time as it may be inspected by a certified biomedical inspector.
7. If any other person identifies an obvious safety concern with equipment the individual identifying shall notify the faculty so the piece of equipment may be properly tagged and removed from use.

#### **1.7.2. Off-Campus Educational Experiences**

##### **1.7.2.1 Field Trip Experiences**

The PTA program will comply with all SSU policies 3.17 concerning student conduct and behavior

#### **1. Definition. Types of Academic Field Trips**

**1.1 One-day Field Trip:** off-campus field trip offered by faculty as part of a course requirement or option, and does not require overnight accommodations.

**1.2 Overnight Field Trip:** field trip offered by faculty as part of a course requirement or option, and requires overnight accommodations for students.

**1.3 Field Course:** field trip offered by faculty as course credit and requires travel within the United States.

**1.4 International Studies:** field trip offered by faculty and requires travel to sites outside of the United States.

#### **2.0 Approval of Academic Field Trip.**

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2.1 One-day or overnight field trip must receive prior approval from the appropriate chairperson or his/her designee.

2.2 Field course must receive prior approval from the appropriate dean or his/her designee.

2.3 International studies must comply with all procedures established by the Center for International Programs (CIPA).

3.0 Students, faculty and other employees on University sponsored field trips should review and must comply with relevant University policies regarding use or possession of alcohol and other controlled substances during officially sponsored University events (University Wide Policy 3.19 and 5.06). Students, faculty and other employees on University sponsored field trips must also be aware of and comply with relevant laws regarding possession and/consumption of alcohol and other controlled substances of the jurisdiction in which they are traveling. Consumption or possession of alcoholic beverages by persons under 21 years of age is illegal in most jurisdictions in the United States. Illegal use, possession, or transport of controlled substances during University field trips is a violation of this policy.

#### **1.7.2.2. Clinical Experiences**

PTA program has 4 clinical rotations throughout the curriculum (PTAT 2190, 2290, 2390, 2490). These rotations will be performed off-campus and assigned by the ACCE. The following procedures shall be used to assure student safety while participating in these clinical rotations:

1. Students will adhere to OSHA standards for infection control.
2. Student will review and adhere to the policies and procedures of the clinical facilities that they are assigned.
3. Students will be responsible for identifying safety concerns at the workplace, which may include but are not limited to:
  - a. Wet floors
  - b. Equipment failure (damage)
  - c. Proper body mechanics
  - d. Patient concerns
4. Students will use sound judgment to determine safety of themselves and others during the presence of personal illness, physical injury, and inclement weather.
5. Students will be responsible to notify their clinical instructor and the ACCE of any and all safety concerns.

Enforcement: Violation of this policy will result in disciplinary action. Enforcement of this policy will be in accordance with the relevant Collective Bargaining Agreement, Student Handbook, or other University policies.



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### **1.7.3. Student Competency Prior to Clinical Assignment**

1. During Student orientation students will complete OSHA training, and receive a certification of completion (to be presented to clinical affiliations)
2. Students will demonstrate safety competence in all academic coursework by meeting the following:
  - a. Receiving a minimum of 75% on all laboratory practical examinations while performing data collection and intervention skills.
  - b. Complete appropriate Skill Check-off in each laboratory prior to the initiation of clinical affiliations.
  - c. Students must complete sequenced courses within the curriculum plan with a minimum score of 75%.
  - d. Students must achieve a score of 100% of all program identified critical safety indicators on all skill check-offs and laboratory practical examinations. (\*) (Refer to Student Handbook Appendix B)
3. ACCE shall distribute the clinical assignment requirements, which identify the clinical skills that are covered within the academic setting, to the clinical coordinator of clinical education for each clinical affiliation during student placement in the clinical site.

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Shawnee State University	Title: Rights and Privileges of Clinical Faculty	Policy # 2.3	Initiation Date: 2-1-2012 Review date: 8-15-2019	Page 1 of 1
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**PURPOSE:**

To ensure that PTA clinical faculty enjoy the same rights and privileges that all Shawnee State University clinical faculty enjoy.

**POLICY:**

All clinical faculty are provided the same rights and privileges that are consistent to all other Health Science Programs at Shawnee State University.

**PROCEDURE:**

The following rights and privileges are afforded to the clinical faculty of the PTA program:

1. Assistance with identification of low cost, high quality continuing education opportunities.
2. Clinical Faculty may be surveyed for topics of interest for continuing education programming.
3. Clinical Instructors may be offered the opportunity to become an adjunct faculty position, giving them access to Clark Memorial Library.
4. Certificates will be provided after provision of clinical education for each clinical instructor.
5. Invitation to annual advisory committee meeting.

Shawnee State University	Title: Faculty Development	Policy # 2.4	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 1
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**PURPOSE:**

To ensure that academic and clinical faculty continues to develop professionally, to enhance the overall quality of the educational experience of the students involved in the PTA program.

**POLICY:**

**2.4.1. Academic Faculty**

The policy of the PTA program is in compliance with the University on Faculty Development Program: Tuition Reimbursement and Paid Leave according to the SEA/SSU CBA.

The PTA program will support academic faculty development that is consistent with the goals and objectives of the PTA program.

**2.4.2. Clinical Faculty**

The PTA program will support clinical faculty development that is consistent with the goals and objectives of the PTA program.

**PROCEDURE:**

**2.4.1. Academic Faculty**

1. Annual review of strength and weakness in educational and instructional theory and methodology and outcome assessment.
2. receive instructional reviews/audits from academic faculty, department chair, and/or dean and discuss areas of strength and weakness in educational and instructional theory and methodology and outcome assessment
3. Develop plan to address areas of weakness in educational and instructional theory and methodology and outcome assessment (as recommended from review).
4. Annual faculty meeting focusing on programmatic needs and how collectively the faculty to work to achieve improvements in educational and instructional theory and methodology and outcome assessment.

**2.4.2. Clinical Faculty**

1. Identify clinical faculty needs in educational and instructional theory and methodology and student evaluations during direct communication between the program and clinical instructor during the clinical affiliations.
2. Clinical faculty development newsletter(s) will be sent out according to PTA program policy 2.3.
3. ACCE will review the clinical instructor surveys that are completed by students after each clinical rotation (Identifying areas of weakness in instructional methodology and student evaluation).
4. ACCE will provide needed educational opportunities to the clinical faculty in areas that have been identified as weaknesses. (i.e. during direct conversation, site visit, recommend course opportunities, providing mentoring opportunities and education)

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Shawnee State University	Title: PTA Program Advisory Committee	Policy # 2.8	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 2
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**PURPOSE:**

To ensure that the PTA program at Shawnee State University has a formal method for receiving input, and feedback from its stakeholders in the community in which it serves.

**POLICY:**

The PTA program will have an advisory committee that is a voluntary service from members of the community that it serves in order to assist and provide advice in program planning.

The PTA program will have a committee in place to serve as advisors to the program which may include employers of our graduates, clinical education faculty, former students, business owners, community officers, University administration, and any other stakeholders that would desire to be part of the Advisory committee.

The PTA program will inform advisory committee of any PTA program status, updates, and changes at each meeting, and receive input and feedback from the advisory committee on related issues.

The program director of the PTA program will serve as the chair of the advisory committee, and his/her responsibilities will include scheduling, operating, and adjourning the advisory meetings. All other core faculty, PTA program administration, and PTA class student representative may attend the advisory meeting.

Responsibilities of Advisory Committee

1. Provide feedback and advice to assist with program planning (purely advisory in nature) for ongoing program development and assessment for the following:
  - a. Course content
  - b. Student placement
  - c. Public relations and recruiting
  - d. Equipment and Facilities
  - e. Faculty Staffing
  - f. Program evaluation and assessment
2. Provide input on University and/or community issues, needs, and/or concerns related to the PT profession and make recommendations for the PTA program.

**PROCEDURE:**

1. PTA advisory committee members are solicited by web site inquires, University and program contacts, personal recommendations and/or community stakeholders as needed.
2. The PTA advisory committee members shall serve on a voluntary and on-going basis as they desire or as needed.
3. The advisory committee members shall be notified by the program director of the time, location, and date of the meetings a minimum of one week in advance.
4. PTA program director will schedule, conduct meeting agenda annually. (See meeting agenda)
5. The PTA program director will record and distribute meeting minutes.

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Shawnee State University	Title: PTA Program Advisory Committee	Policy # 2.8	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 2
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**PTA Advisory Committee Meeting**

**Date** \_\_\_\_\_

**Attendees:**

**Meeting Agenda/Minutes**

Item	Discussion	Action
Review/Accept Minutes		
Old Business		
New Business		
Course content		
Student placement		
Public relations and recruiting		
Equipment and Facilities		
Faculty Staffing		
Program evaluation and assessment		
Open Agenda Items		

Shawnee State University	Title: Student PTA Program Application and Selection	Policy # 3.1	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 3
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#### **PURPOSE:**

To ensure that the application process and methods of selection are readily available, objective, and equitable as applicable by law to all prospective students meeting minimum requirements and who wish to apply.

#### **POLICY:**

All prospective students meeting minimal qualifications and wishing to enroll into the PTA program will complete the application packet and submit by the deadline, and will be selected using a fair, objective method of ranking and evaluating. The number of students selected will vary based on a number of factors including: resources, employment rates, community needs, community support, and as directed by CAPTE

Application Packet is found online at the PTA webpage on the SSU website.

The minimum qualifications for consideration into the PTA program are as follows:

1. Acceptance into Shawnee State University.
2. Completed Physical Therapist Assistant Application Packet (\$30 included)
3. Official high school transcript OR GED score transcript with relevant documentation.
4. Official high school transcript(s). *(if applicable)*
5. Minimum GPA of 2.66\*
6. Minimum Math/Science GPA of 2.66\*\*
7. Minimum ACT score of 18 composite (or SAT equivalent)
8. Applicants that have a confirmed bachelor degree will not have to repeat the ACT.
9. Signed Affidavit.
10. Documentation of a minimum of 40 hours of clinical observation of job shadowing under supervision of a licensed physical therapist or physical therapist assistant. Minimum of 20 hours in 2 different settings. Please refer to the "Job Shadowing/ Recommendation" form in the packet.

**\*\* If the applicant has 24+ College Semester Hours, the college GPA will be used. Applicants with less than 24 hours at the time of application will be scored using the available High School GPA.**

#### **PROCEDURE:**

1. All prospective students will obtain, complete, and submit the application packet in its entirety by the deadline for submission.
2. The application is submitted to the admissions office.
3. The admissions office verifies University acceptance and forwards the application to the PTA program secretary and PTA program director for review.
4. The completed files are forwarded to the program director of the PTA program.

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- The program director reviews each application and scores each applicant based on overall GPA, Science/math GPA, ACT, and observation hours. (according the program website, and university catalogue)
- The ranking of the applicants will be based on the total point value achieved from the following method:

MANDATORY ELIGIBILITY CRITERIA/ SCORING VALUES:			
ACT Composite	Math/ Science GPA	Overall GPA	Observation Hours
18 = <b>1</b>	2.66- 2.8 = <b>1</b>	2.66- 2.8 = <b>1</b>	Not complete = <b>0</b>
19 = <b>1.5</b>	2.81- 2.9 = <b>1.5</b>	2.81- 3.0 = <b>1.5</b>	Completed = <b>1</b>
20 = <b>2</b>	2.91- 3.0 = <b>2</b>	3.01- 3.2 = <b>2</b>	Positive Recommendation = <b>1</b>
21 = <b>2.5</b>	3.01- 3.1 = <b>2.5</b>	3.21- 3.4 = <b>2.5</b>	
22 = <b>3</b>	3.11- 3.2 = <b>3</b>	3.41- 3.6 = <b>3</b>	
23 = <b>3.5</b>	3.21- 3.3 = <b>3.5</b>	3.61- 3.8 = <b>3.5</b>	
24 = <b>4</b>	3.31- 3.4 = <b>4</b>	3.81- 4.0 = <b>4</b>	
25 = <b>4.5</b>	3.41- 3.5 = <b>4.5</b>		
26 = <b>5</b>	3.51- 3.6 = <b>5</b>		
27 = <b>5.5</b>	3.61- 3.7 = <b>5.5</b>		
28 = <b>6</b>	3.71- 3.8 = <b>6</b>		
29 = <b>6.5</b>	3.81- 3.9 = <b>6.5</b>		
30+ = <b>7</b>	3.91- 4.0 = <b>7</b>		
* ACT requirement is waived ONLY if applying with a confirmed Bachelor Degree or Higher*			
ADDITIONAL POINT OPPORTUNITIES: optional			
<b>Higher Degree Earned</b>	Associate	<b>3</b>	
	Bachelor (non-related area)	<b>7</b>	
	Bachelor( related area)	<b>10</b>	
	Master	<b>15</b>	
<b>College GPA</b>	≥24 credit hrs. completed:	<b>2.5</b>	
<b>Information- Interview session</b>	Offered by program after application deadline	attendance	<b>1</b>
		performance	<b>1</b>
<b>Completion any/all of the following Science courses in High school or College</b>	Anat & Phys I Anat & Phys II Chemistry I	<b>A</b>	<b>1</b>
		<b>B</b>	<b>.5</b>
		<b>C</b>	<b>.25</b>

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Shawnee State University	Title: Student PTA Program Application and Selection	Policy # 3.1	Date: 02-01-2012 Reviewed: 8-15-2019	Page 3 of 3
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7. Applicants that meet minimal qualifications and are competitive after the initial ranking of all the applicants will be invited to attend a group interview/information session. The student will have the opportunity to obtain additional points for attending and performance during the small group interview portion of this session. No points are subtracted if applicant elects to not attend. Alternate dates will be offered for any/all applicants that are unable to attend the group session directly with the program director and/or faculty as needed.
8. The top 23-24 students will be notified by letter after the completion of all application rankings.
9. Students must respond with an acceptance letter to hold their spot. In the event of students not accepting their spot in the PTA cohort then the PTA faculty will offer additional spots to additional students using the final applicant ranking
10. Students will be notified of PTA program orientation and MUST attend prior to the initiation of the PTA coursework.



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Shawnee State University	Title: PTA Program Student Handbook	Policy # 3.2	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 1
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**PURPOSE:**

To ensure that all PTA students are informed of the policies and procedures that are relevant to their role and responsibility within the PTA program to allow successful completion of PTA education.

**POLICY:**

All PTA students will receive a PTA Program Student Handbook prior to initiation of PTA coursework.

Students will receive orientation to the PTA Program Student Handbook identifying program and institutional policies and procedures, and review their responsibility throughout the matriculation of the program.

The student handbook shall contain all of the following:

- Faculty information
- Mission and Philosophy of the program and institution
- PTA program goals and objectives
- Accreditation statement
- Academic Section
- Clinical Section
- Miscellaneous section
- Appendices

**PROCEDURE:**

1. All PTA students will be issued a copy of PTA program Student handbook at program orientation prior to initiation of matriculation.
2. Faculty will provide all students orientation to the PTA student handbook during program orientation prior to initiation of matriculation.
3. Students will review the student handbook and return a signed verification of the PTA Handbook Review Verification Form.
4. Students will comply with all policies and procedures according to the student handbook.
5. Faculty will review the PTA Student Handbook annually for updates and relevance as related to program and institutional policy and procedure changes at faculty meeting.

Shawnee State University	Title: Student Retention	Policy # 3.3	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 2
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**PURPOSE:**

To ensure that adequate efforts are made from administration, faculty, and students for successful student matriculation into and perseverance through the PTA program.

**POLICY:**

Students will matriculate the PTA program without delay upon compliance with institutional policies and procedures, as well as successful completion of program objectives, course objectives, and compliance with PTA Student Handbook. Students unable to meet the requirements of the course objectives, program objectives, and/or compliance with the PTA Student Handbook will not persevere in the PTA program. Students that do not persevere in the PTA program in sequence may be afforded a second opportunity or permanently dismissed as determined from due process (See PTA Program Policy 1.5)

**PROCEDURE:**

1. In order to be granted permission to continue PTA coursework in sequence students must perform all of the following:
  - a. Obtain a minimum grade of C in each course
  - b. Maintain an overall GPA of at least 2.66
  - c. Complete academic advising with PTA program advisor (PTA Program Policy 3.4)
  - d. Compliance with institutional policy and procedures.
  - e. Compliance with PTA program policy and procedures.
2. Students will not be granted permission to continue in PTA coursework in sequence if any of the following are determined after due process (PTA Program Policy 1.5)
  - a. Category I offenses (PTA Program Policy 1.5)
3. Students may be granted permission to re-enter the PTA coursework in or out of sequence if any of the following are determined after due process (PTA Program Policy 1.5)
  - a. Category II offenses (PTA Program Policy 1.5)
4. If after due process it is determined that a student is in violation of a Category II offense the following procedures will be used to assist the faculty in determining whether the student will be able to remain in sequence, re-enter the PTA program during the following academic calendar year, or be dismissed from the program:
  - a. Student will present documented evidence supporting their desires to remain in sequence or delaying sequence to the PTA faculty.
  - b. The faculty will present documented evidence supporting their recommendation for the student's retention.
  - c. The academic faculty will meet and discuss any relevant information and make recommendations after reviewing student's documented evidence and comments.
  - d. The academic faculty must unanimously agree on the decision to allow the student to remain in sequence or delay matriculation in the PTA program based on the following factors:
    - i. Student potential
    - ii. Student grade
    - iii. Student progress

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Shawnee State University	Title: Student Retention	Policy # 3.3	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 2
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- iv. Outside factors/influences
- v. Work ethic
- vi. Professional influences
- vii. Other relevant details
- e. Each student that is afforded the opportunity to remain in the PTA program in sequence or delayed sequence must complete all of the following: (Failure to comply will lead to program dismissal)
  - i. Sign a remediation plan that is agreed upon by all faculty
  - ii. Complete the remediation plan as outlined.
  - iii. Obtain a minimum grade of C in each course
  - iv. Maintain an overall GPA of at least 2.66
  - v. Complete academic advising with PTA program advisor (PTA Program Policy 3.4)
  - vi. Compliance with institutional policy and procedures.
  - vii. Compliance with PTA program policy and procedures.
- f. PTA students are only permitted to repeat 1 PTAT technical course.
- g. If a student is unsuccessful in completing any of the requirements outlined above the student may dismissed from the program and may re-apply to the program according to the PTA program policy 3.1.

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Shawnee State University	Title: Academic Advising	Policy # 3.4	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 2
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**PURPOSE:**

To ensure that students receive appropriate academic and professional advising by PTA throughout the PTA program.

**POLICY:**

The PTA program policy on Student Advising is in compliance with the University Policy, and the SEA/SSU Collective Bargaining agreement.

Students will be assigned an academic advisor within the PTA faculty once the student has been accepted into the PTA program by the program director.

The faculty will serve as mentors to the student throughout the matriculation, and shall review student academic, professional, and clinical performance as needed at each meeting.

Students shall meet with their advisor at a minimum of one time every semester he/she is enrolled in the PTA program.

The advisor shall provide approval for the advisees to register for courses for the following semester.

**PROCEDURE:**

Responsibility

Action

Program Director

- 1.1 Assign students to a faculty advisor after acceptance into the PTA program.
- 1.2 Notify faculty and students of their advisee/advisor.

Faculty

- 2.1 Schedule advising meeting(s) at a minimum of one per semester, or as requested by the student or program director.
- 2.2 Communicate availability of office hours to students.
- 2.3 Review degree audits of advisees and discuss with advisee as needed.
- 2.4 Meet with students having difficulty or on probation and assist in finding tutors or other campus resources.
- 2.5 Advise students regarding curriculum, graduation requirements and career counseling.
- 2.6 Act as a role model for ethical, professional behavior.
- 2.7 Write letters of reference as may be needed.
- 2.8 Encourage participation in APTA or other professional functions.

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Shawnee State University	Title: Academic Advising	Policy # 3.4	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 2
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Student

- 3.1 Meet with advisor/mentor at scheduled times.
- 3.2 Actively participate in self-assessment for academic, professional, and clinical concerns.
- 3.3 Implement remediation or other plans as discussed with advisor to improve academic, professional, or clinical deficiencies.

Shawnee State University	Title: Dress Code	Policy # 3.5	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 2
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**PURPOSE:**

To ensure students representing Shawnee State University and the PTA program appear professional and ensure a safe environment for students, clients, and patients.

**POLICY:**

**3.5.1. Academic Dress Code**

Students will be required to wear professional dress attire in classroom settings and on field trips. This includes:

- Males: dress slacks, shirt with a collar, and closed toes shoes
- Females: dress slacks, shirt with a collar, and closed toed shoes (dress skirts are allowed if they are longer than fingertip length)
- During laboratory practical examinations, students may be required to wear a name badge that identifies them as a student physical therapist assistant.
- Exceptions will be made for neat sweaters, lab jackets, and clean tennis shoes
- Summer term will be more relaxed due to the warm weather and dress shorts that are finger-tip length are appropriate. However, tennis shoes or closed toed shoes will still be required.

Students will be required to wear “lab clothes” for all laboratory sessions as determined by the course instructor. Lab clothes generally include the following description:

- Gym shorts
- T- shirts
- Tennis shoes
- At the discretion of the course instructor, gowns may be used in lieu of the previously mentioned items. However, appropriate draping will be assured at all times.

The course instructor will make every effort to accommodate for religious or personal beliefs of each individual student. However, the instructor must be able to determine if each student is competent in all laboratory skills.

**3.5.2. Clinical Dress Code**

Students will maintain a professional appearance while performing clinical affiliations. Each student should contact the clinical instructor prior to arriving on the first scheduled day to question, among other things, how he/she should be dressed in order to comply with the facilities dress code.

Students must wear name badges that identify them as student physical therapist assistants while performing clinical affiliations.

Students may be required to cover and/or remove body piercings and/or body art if the facility has a policy regarding such issues. The student will comply with all facility policy and procedures.

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Shawnee State University	Title: Dress Code	Policy # 3.5	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 2
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**PROCEDURE:**

Responsibility

Action

Program Director

- 1.1 Inform students of the required dress code at the PTA program orientation.
- 1.2 Assist in resolving personal or religious conflicts that may arise with the dress code while maintaining program and course objectives are being met.

Faculty

- 2.1 Assure compliance with the student dress code.
- 2.2 Communicate any special dress arrangements that may be necessary for successful laboratory completion. (i.e. swimsuits)

Student

- 3.1 Adhere to the dress code policy at the academic institution and the clinical institution.

Shawnee State University	Title: Student Government Association	Policy # 3.6	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 3
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**PURPOSE:**

To ensure PTA students have the opportunity to improve awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.

To provide requirements for student participation and involvement in service learning, student leadership, and the promotion physical therapy profession.

**POLICY:**

All PTA students admitted to the professional program will be voting members of the Student Government Association -PTA club.

Each PTA program cohort will elect officers to serve as the leadership of the SGA-PTA club. The leadership will consist of at least an elected President, Vice-president, Secretary and/or Treasurer, but may also include other Ad Hoc elected officials.

The chair of the Student Affairs Committee shall serve as the student advisor of the SGA-PTA club.

Each voting member of the SGA-PTA club shall be required to participate in a minimum of 1 approved service learning activities while enrolled as a PTA student (5 semesters). The student advisor of the SGA-PTA club shall grant permission and make students aware of opportunities for service learning involvement.

<u>Responsibility</u>	<u>Action</u>
Voting members	<ol style="list-style-type: none"> <li>1.1. Attendance of SGA-PTA club meetings.</li> <li>1.2. Participate as an active voting member for club activities for student involvement.</li> <li>1.3. Participate in the election of class officers.</li> <li>1.4. Participate in peer mentoring relationship with fellow PTA students.</li> <li>1.5. Must participate in a minimum of 1 service learning activities that are pre-approved by the Chair of the Student Affairs committee.</li> <li>1.6. Participate in fund raising activities and/or organization of PTA club events or promotional PT activities as arranged.</li> </ol>
President of SGA-PTA club	<ol style="list-style-type: none"> <li>2.1. Schedules, operates and adjourns all SGA-PTA club meetings.</li> <li>2.2. Delegate responsibilities of the SGA-PTA club to other voting members.</li> <li>2.3. Accept duties assigned by the chair of the Student Affairs committee and/or Program Director of the PTA program.</li> <li>2.4. Serve as student representative to the PTA Advisory Committee meeting.</li> <li>2.5. Attend or delegate the attendance of University government meetings as needed.</li> <li>2.6. Fulfill all of the requirements of SGA-PTA club members.</li> </ol>



Shawnee State University	Title: Student Government Association	Policy # 3.6	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 3
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Vice-President of SGA-PTA club	3.1.	Reserves the room for the SGA-PTA club meetings with the assistance of the chair of the student affairs committee.
	3.2.	Delegate responsibilities of the SGA-PTA club to other voting members.
	3.3.	Accept duties assigned by the chair of the Student Affairs committee, Program Director of the PTA program, and/or president of the SGA-PTA club.
	3.4.	Assume the responsibilities of president in the absence of the elected president.
	3.5.	Fulfill all of the requirements of SGA-PTA club members.
	3.6.	Attend all SGA-PTA club meetings.
Secretary of SGA-PTA club	4.1.	Record and distribute SGA-PTA club meeting minutes.
	4.2.	Accept duties assigned by the chair of the Student Affairs committee, Program Director of the PTA program, and/or president of the SGA-PTA club.
	4.3.	Fulfill all of the requirements of SGA-PTA club members.
	4.4.	Attend all SGA-PTA club meetings.
Treasurer of the SGA-PTA club	5.1.	Collects, maintains and report on the SGA-PTA club account, and/or funds for all club activities.
	5.2.	Accept duties assigned by the chair of the Student Affairs committee, Program Director of the PTA program, and/or president of the SGA-PTA club.
	5.3.	Fulfill all of the requirements of SGA-PTA club members.
	5.4.	Attend all SGA-PTA club meetings.
Student Advisor (Chair of Student Affairs Committee)	6.1.	Provide mentorship to the club officers and other voting members
	6.2.	Assist in establishing and operating of meetings, activities, and service learning opportunities.
	6.3.	Attend SGA-PTA club meetings.
	6.4.	Report the SGA-PTA club activities to the PTA departmental faculty Meeting.

#### **Learning Objectives for the SGA-PTA club**

1. Students will participate in service learning activities to improve their understanding their future role in social responsibility for citizenship, advocacy for the community.
2. Students will participate in leadership, delegation, and team work related to community activities, citizenship, and promotion of the PT profession.
3. Students will participate in fund raising activities that will provide funding for student learning opportunities, access to learning resources, and philanthropist outreach for community.

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Shawnee State University	Title: Student Government Association	Policy # 3.6	Date: 02-01-2012 Reviewed: 8-15-2019	Page 3 of 3
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**PROCEDURE:**

1. Students will become active voting members of the SGA-PTA club upon acceptance into the PTA program.
2. Students will be made aware of the policy and procedure of the SGA-PTA club at PTA student orientation.
3. Students will develop relationships with mentors from the preceding cohort of PTA students.
4. Students will begin participation in activities with the preceding cohort of PTA students that may include the following:
  - a. Service learning activities
  - b. Fund raising
  - c. PT profession promotion
5. Elect club officers for the SGA-PTA club during the first year of matriculation.
6. All members will carry out their roles and responsibilities according to this policy until replaced by incoming PTA cohort upon completion of education.

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Shawnee State University	Title: Employment Advertising To Students	Policy # 3.7	Date: 02-01-2012 Reviewed: 8-15-2019	Page 1 of 2
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**PURPOSE:**

To provide students with information regarding possible employment opportunities post-graduation/licensure.

To ensure student confidentiality is protected by the PTA program.

**POLICY:**

Employer recruiters may visit with students as a group or individually. However, the PTA program will not share any names or other personal information without prior written consent from the student.

Employment job postings and advertisements will be made available to students as they are recognized by the faculty for the student to contact the employer directly.

**PROCEDURE:**

1. Students will be made aware of the policy for employment advertising to students during the PTA program orientation. Students may sign and return The Authorization to Release Student Information (See Appendix Student Handbook) if (s)he would like his/her personal information released to employers for potential employment opportunities.
2. Students are required to return the Authorization to Release Student Information form.
3. The faculty shall forward any advertisements recognized as potential employment opportunities to students so that (s)he may contact the employers directly.
4. Students are encouraged to visit the Department of Career Development at Shawnee State University to assist with job placement.

Shawnee State University	Title: Employment Advertising To Students	Policy # 3.7	Date: 02-01-2012 Reviewed: 8-15-2019	Page 2 of 2
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### AUTHORIZATION TO RELEASE STUDENT INFORMATION

Students frequently request the PTA faculty to act as references for scholarships and employment, or SSN (social security number) for state board licensing support. Also, future employers request students' names and addresses for recruitment purposes. If you wish this information released, please complete the form below and return to the department secretary.

Office use only\*\*\*\*\*

\_\_\_\_ Cleared and coded for Registrar, per FERPA regs.

\_\_\_\_ Date

-----  
*cut on dotted line*

*I authorize the faculty of the Physical Therapist Assistant Program at Shawnee State University to release personal information from my student record for clinical, educational, State licensure, recruitment, or employment purposes. I understand that I am not required to return this document and by signing and returning it I am giving authority for the faculty to release my personal information at their discretion.*

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

*The following name, address, and phone number may be given:*

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone # \_\_\_\_\_

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Shawnee State University	Title: Attendance policy	Policy # 3.8	Date: 12-17-2013 Reviewed: 8-9-2021	1 of 2
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**PURPOSE:**

To ensure students representing Shawnee State University and the PTA program attend lecture, laboratory, and clinical learning courses regularly to provide the best opportunity to advance their learning, clinical skills, and generic abilities.

**POLICY:****3.8 Course Attendance**

Students will be required to attend ALL technical PTA courses each time the course is scheduled to meet, for the entirety of the scheduled course time identified on the specific PTA course Syllabus.

Students will be required to notify course instructor prior to any/all absences.

**PROCEDURE****Excused Absence**

Each PTA student will be excused from course attendance given any or all of the following:

1. Physician Recommendation for illness or medical condition
2. University sponsored activity
3. Court Order

Each student will provide adequate documentation to support the excuse of the absence.

**Unexcused Absence**

Unexcused absence is defined as any or all of the following:

1. Lack of attendance to any course for more than 30 minutes of the scheduled course time identified on the course syllabus for ANY reason that does not meet the requirement of an excused absence (listed above)

Each student will be granted 1 unexcused absence per PTA course per semester without punitive consequences. Any and/or all points awarded on the day of the unexcused absence will NOT be awarded to the student, but the instructor may require course activity to be made up.

Specific point deductions for any/all UNEXCUSED absences (after the first) will be outlined in each individual course syllabus.

Automatic course failure will result after a total of 3 unexcused absences for any PTA course (including the first unexcused absence).

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Shawnee State University	Title: Attendance policy	Policy # 3.8	Date: 12-17-2013 Reviewed: 8-9-2021	1 of 2
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**Tardiness**

Tardiness is defined as missing any portion less than 30 minutes of a scheduled course meeting time outlined in the individual PTA course syllabus

Course instructor will have the right to enforce point deductions for routine tardiness, so outlined in individual course syllabus

Shawnee State University	Title: Clinical Affiliation Agreement	Policy # 4.1	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 2
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#### **PURPOSE:**

To ensure that the Physical Therapist Assistant program has adequate clinical affiliation agreements to offer students vast breadth and depth of clinical education experience.

To ensure that Shawnee State University has written agreements with clinical sites that will be affiliating with the Physical Therapist Assistant Program to define each parties' roles and responsibilities.

#### **POLICY:**

Shawnee State University Physical Therapist Assistant program will obtain and maintain clinical affiliation agreements with reputable clinical facilities that provide the depth and breadth of clinical education in order to accomplish program and course objectives.

In order to become a clinical facility the facility must meet the following criteria:

- Commitment to PTA student success
- Completion of the clinical affiliation agreement with Shawnee State University PTA program.
- Employment of at least one physical therapist or physical therapist assistant with a minimum of one year of clinical experience.
- Employ Physical Therapy staff that practice ethically, legally, competently and professionally as outlined by state standards of practice, the state practice act, clinical facility policy and procedures, the APTA Code of Ethics, and Standards of Ethical Conduct for the Physical Therapist Assistant.
- Able to provide clinical education training in an area of emphasis appropriate to at least one clinical education experience.
- Provide an active stimulating environment appropriate for the learning needs of students.
- Provide continual on-site student supervision by an appropriately licensed physical therapist and/or physical therapist assistant in accordance with state laws and regulations.

#### **PROCEDURE:**

1. The need for a clinical affiliation with a specific clinical facility(ies) is determined by the ACCE of the PTA program through the use of:
  - a. student surveys
  - b. conversations with advisory board members
  - c. other faculty
  - d. former students
  - e. clinical education faculty
2. The ACCE will perform research on the facilities services and reputation.
3. The ACCE will initiate communication with appropriate personnel at the clinical facility to establish a method of clinical affiliation agreement development.
4. The ACCE will make recommendation to the program director to establish a clinical affiliation.
5. Once approved by the program director, the ACCE will initiate the "Contract Intake Form" via the secretary of the physical therapist assistant program
6. The contract process is then facilitated and managed by the SSU Legal Department.

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Shawnee State University	Title: Clinical Affiliation Agreement	Policy # 4.1	Date: 02-01-2012 Reviewed: 8-9-2021	Page 2 of 2
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7. Once the contract is approved by the current legal counsel and the contract is active, the contract is maintained in the icontracts database.
8. The contract is reviewed by legal counsel, the ACCE and/or department secretary annually and just prior to student placement for accuracy and viability. (See PTA program policy 4.3)
9. This contract is completely established and written by the legal counsel for SSU and is stored on the icontracts database.



Shawnee State University	Title: Clinical Education Selection	Policy # 4.2	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 4
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**PURPOSE:**

To ensure that clinical facilities and their respective staff are willing and able to provide students off-campus educational experiences to fulfill the PTA program and course objectives. (PTAT 2190, PTAT 2290, PTAT 2390, PTAT 2490)

To ensure that student placement into clinical facilities is equitable and able to provide students with the depth and breadth of clinical experiences needed to meet the PTA program and course objectives.

**POLICY:**

Students will be placed in clinical facilities based on clinic availability and clinic setting by the ACCE.

Students will complete a minimum of one full-time outpatient clinical experience and one inpatient clinical experience.

**PROCEDURE:**

1. The ACCE, SSU legal department, and program/department Secretary review the contracts for accuracy and viability prior to sending out clinical reservation form.
2. ACCE and Program/Department Secretary distribute clinical reservation form to all clinical education facilities that have a current clinical affiliation agreement with the PTA program at Shawnee State University (approximately March 1-15<sup>th</sup> of each year)
3. Clinical Reservation forms are gathered and checked to assure that the clinical affiliation contract is still current by the ACCE.
4. The ACCE compiles a list of all clinical education facilities that are able to accept students for clinical affiliations for each clinical rotation (PTAT 2190, PTAT 2290, PTAT 2390, and PTAT 2490).
5. The students review the compiled list and the clinical site files ( electronic and/or file cabinet files in PTA lab) for each of the following:
  - a. Prior clinic site surveys
  - b. Prior clinical instructor surveys
  - c. Clinical site files additional information
6. The student will then request a minimum of three (3) clinical sites for at least one inpatient and one outpatient setting. (This is completed prior to beginning clinical affiliation).
7. The ACCE reviews the student requests, and determines student placement for each clinical affiliation based on the following:
  - a. Student educational needs
  - b. Student's rationale for their request (based on the student's personal goals)
  - c. Clinic Availability
  - d. Student's individual situations
  - e. Compatibility of the student and clinical affiliation
  - f. Prior work experience (students will not be placed in facilities of current or prior employment)

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Shawnee State University	Title: Clinical Education Selection	Policy # 4.2	Date: 02-01-2012 Reviewed: 8-9-2021	Page 2 of 4
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8. After the list has been compiled the ACCE reviews the placements with each student.
9. The student has 24 hours to object with documented rationale to the selected clinical placements.
10. If an objection is made the ACCE consults with the program director and student to determine the best course of action to ensure the student's educational needs are met. (if determined that the rationale is appropriate the student will be placed in another available clinic)
11. Confirmation is sent by the Program/department secretary under the direction of the ACCE and/or the ACCE directly to confirm student placement prior to the initiation of the student affiliation.
12. Students are instructed by the ACCE to contact the CCCE using the "phone conversation interview of the CCCE " prior to the initiation of each clinical affiliation.

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Shawnee State University	Title: Clinical Education Selection	Policy # 4.2	Date: 02-01-2012 Reviewed: 8-9-2021	Page 3 of 4
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#### Phone Conversation Interview

\* \* It is your responsibility to contact the clinical sites at least 30 days prior to starting clinical affiliation. Make sure you understand all clinical expectations from the facility and CCCE. Also, confirm any details that may have been overlooked, or need to be taken care of prior to your arrival. (i.e. drug screening, facility orientation, etc.)

After you have introduced yourself and confirmed the dates of your arrival you should ask the following questions.

Questions for CCCE/CI's:

1. What time should I arrive?
2. Directions for getting there (Where should I park)?
3. What should I wear?
4. Who will be my clinical instructor (CI)?
5. Which types of patients are mostly seen?
6. Do you have any suggestions on clinical material that I should review prior to coming that would help my performance as a student?
7. Is there anything else that I should know or be aware of prior to me arriving on the first day

Shawnee State University	Title: Clinical Education Selection	Policy # 4.2	Date: 02-01-2012 Reviewed: 8-9-2021	Page 4 of 4
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Shawnee State University  
Physical Therapist Assistant Program

**Reservation for Clinical Affiliation**

Please indicate the NUMBER OF STUDENTS that you will be reserving for any/all of these types of settings

	Outpatient orthopedic	Outpatient neurological	Medical/ Surgical	Rehab Unit	Skilled Nursing Facility/ LTCF	Home Health	School Based PT	Specialty (Indicate Specialty)
PTAT 2190 Clinical Practicum I (Total of 60 hours completed in 2 week time period)								
PTAT 2290 Clinical Practicum II (Full time 40hrs/week)								
PTAT 2390 Clinical Practicum III (Full time 40hrs/week)								
PTAT 2490 Clinical Practicum IV (Full time 40hrs/week)								

Please update us with the current information:

Name of Facility \_\_\_\_\_  
Name of CCCE or contact person \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
Email address \_\_\_\_\_  
Phone number/Fax Number \_\_\_\_\_

Return Address:

Shawnee State University  
April Barnette PTA, ATC, M.Ed, ACCE  
940 Second Street  
Portsmouth Ohio 45662  
Ph: 740-351-3288  
abarnette@shawnee.edu

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Shawnee State University	Title: Clinical Affiliation Agreement Review	Policy # 4.3	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 1
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**PURPOSE:**

To ensure that all clinical affiliation agreements are current and viable prior to initiation of student clinical education with the clinical facility.

To ensure that all vested parties including the University and students involved know the role and responsibility within the stipulations of the clinical affiliation agreement.

**POLICY:**

Clinical Affiliation agreements will be reviewed annually for accuracy and viability prior to clinical communication and any student placement.

Clinical Affiliation Agreements expiration dates will be tracked by the legal counsel of the university using an electronic database system (icontracts) and will be sent out for renewal prior to expiration.

**PROCEDURE:**

1. The University's legal counsel maintains a data base that has all current clinical affiliation agreement expiration and target date of renewal for the PTA program.
2. The program/department secretary, SSU legal department, and ACCE review the data base each semester to identify any expiring clinical affiliations, and if there are any that are expiring the program/department secretary and/or legal department will contact the ACCE for approval to initiate contract renewal with the clinical facility.
3. The ACCE will review the clinical affiliation agreements for viability prior to mailing out clinical reservation forms (See Program Policy 4.2).
4. The ACCE will review the clinical affiliation agreements for expiration dates upon the return of the clinical reservation form.
5. Students will review the clinical site file during the clinical education selection process (See Program Policy 4.2).

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Shawnee State University	Title: Assessment of Resources	Policy # 5.3	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 1
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**PURPOSE:**

To ensure that institutional resources and program resources are adequate to meet the needs of the PTA students in achieving the mission and goals of the program.

**POLICY:**

Institutional and program resources will be reviewed annually and systematically to determine adequacy and effectiveness for affording PTA student success to complete the PTA programs mission and goals.

**PROCEDURE:**

1. The PTA program Director core faculty, ACCE, and lab coordinator will systematically review the resources of the program which will include a minimum of the following:
  - a. Academic faculty qualifications and availability
  - b. Student services
  - c. Program budget
  - d. Library/learning resources
  - e. Administrative and technical support
  - f. Classroom and laboratory space
  - g. Faculty office space
  - h. Equipment, supplies, and teaching tools
2. The program will use a variety of means to assess the adequacy of the program resources which may include; student surveys, advisory committee recommendations, faculty/ lab coordinator recommendation and inventory, ACCE/CCCE and CI recommendations
3. The program Director and/or faculty will report the status of program resources annually or as outcome thresholds are met at program meetings.
4. If there are problems identified with the adequacy of resources then the program director will address the concerns and impact on the PTA program with the appropriate University administration to resolve the issues.

Shawnee State University	Title: Assessment of Curriculum	Policy # 5.4	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 1
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**PURPOSE:**

To ensure that the academic curriculum and clinical education curriculum within the PTA program has a systematic review process to identify effectiveness in fulfilling the program and course goals and objectives.

**POLICY:**

Formal assessment and revisions of the curriculum will occur annually with input from academic core faculty, clinical faculty, associated faculty, students, and graduates. Information sources will include program surveys; student performance on assignments (written and oral); practical exams, written exams, clinical education experiences, direct student and faculty input, advisory board input, board examination outcomes, graduation rates, and clinical faculty feedback. In addition to the above, students will assist in course, instructor and teaching methodology surveying. The program and curriculum deficiencies will be addressed and changes will be accomplished through a continuous quality improvement process involving academic and clinical faculty.

**PROCEDURE:**

1. The PTA program director will collect data relevant to measureable thresholds to determine strengths, weaknesses, and effectiveness of PTA program curriculum.
2. The Program Director can request the assistance of the curriculum committee for collection of data.
3. Academic and Clinical Education curriculum plan will be discussed and analyzed for effectiveness during at least one program meeting annually.
4. Changes will be recommended based on the thresholds identified based on data collected from any of following sources of information:
  - a. Each PTA technical course will be reviewed annually at the "Annual course Review".
  - b. State Licensure Verification through the appropriate State Board of PT website to determine the success of graduating students.
  - c. FSBPT website for pass rate success annually
  - d. Clinical Performance Instrument after each clinical education course (PTAT 2190, PTAT 2290, PTAT 2390, PTAT 2490)
  - e. Grade Reporting after each semester
  - f. Course Syllabi annually during "Annual Course Review"
  - g. ACCE and Clinical Instructor communication form during clinical education course
  - h. Standards and Required Elements of CAPTE
  - i. In-classroom instruction audit forms
  - j. Graduate surveys
  - k. Employer surveys
5. The Curriculum committee must approve any/all changes to curricular content, course requirements.
6. The Program Director would initiate necessary steps within the university, based on the request from the curriculum committee, to make changes to curriculum, including notification of CAPTE if appropriate

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Shawnee State University	Title: Performance of Recent Graduates	Policy # 5.7	Date: 02-01-2012 Reviewed: 8-9-2021	Page 1 of 1
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**PURPOSE:**

To ensure that the PTA program is a viable program that graduates qualified individuals at or exceeding entry-level standards, and are able to gain licensure and employment after graduation.

**POLICY:**

The program director will track each cohort of students for success rates of graduation, licensure, and employment.

**PROCEDURE:**

1. The program director will monitor, review, report the PTA program's graduation rate, first-time board exam pass rate, eventual pass rate of the NPTE-PTA exam, and employment rate over a two-year period.
2. The program director will report the findings to the faculty at the program meetings, publish the information on the program's website, and make available to interested stakeholders upon request.
3. The program director will report to program meetings if thresholds are met and initiate discussion and review of processes to improve student outcomes, if determined to be a trend



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**Appendix B**

**PTA Program Laboratory Skill Check-Offs**

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**Please refer to your Laboratory Technical Skill Check-off Manual for Expected Competency Behaviors**

**Critical Indicators for each technical skill are identified using (\*).**

- |   |  |
|---|--|
| 1. Adaptive Equipment                                       | 27. Electromagnetic Agents                       |
| 2. ADL and Functional Training                              | 28. Flexibility                                  |
| 3. Aerobic Conditioning                                     | 29. Gait Training                                |
| 4. Anthropometric Measurements                              | 30. Hand Washing                                 |
| 5. Assessment Techniques of<br>Cardiopulmonary System       | 31. Hydrotherapy                                 |
| 6. Athermal Agents  | 32. Infection Control                            |
| 7. Balance and Coordination Training                        | 33. Massage Techniques                           |
| 8. Basic Safety Indicators                                  | 34. Mechanical Direction Exercises               |
| 9. Bed Mobility   | 35. Neuromuscular Developmental<br>Techniques    |
| 10. Biofeedback   | 36. Positioning                                  |
| 11. Body Mechanics  | 37. Postural Drainage and Percussion             |
| 12. Breathing Exercise and Postural<br>Corrective Exercises | 38. Proprioceptive Neuromuscular<br>Facilitation |
| 13. Cardiac Rehabilitation                                  | 39. Prosthetic and Orthotic                      |
| 14. Complete Decongestive Therapy                           | 40. Range of Motion                              |
| 15. Compression   | 41. Spinal Cord Injury                           |
| 16. Core Stabilization Training                             | 42. Strength Training                            |
| 17. Cryotherapy   | 43. Sub-maximal Testing                          |
| 18. CVA/ TBI  | 44. Superficial and Deep Thermal<br>Agents       |
| 19. Data Collection- Gait Observation                       | 45. Traction                                     |
| 20. Data Collection/ Palpation                              | 46. Transfers                                    |
| 21. Data Collection/ Postural<br>Observation                | 47. Vital Signs- Blood Pressure                  |
| 22. Data Collection/ Range of Motion                        | 48. Vital Signs- Pain                            |
| 23. Data Collection/ Strength Testing                       | 49. Vital Signs- Pulse                           |
| 24. Developmental Activities                                | 50. Vital Signs- Respiratory Rate                |
| 25. Draping   | 51. Wheelchair Mobility                          |
| 26. Electrical Stimulation                                  | 52. Wound Care                                   |

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## **Appendix C**

### **Generic Abilities Assessment and Value-based Behaviors**

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## Generic Abilities/Professional Behaviors

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at University of Wisconsin-Madison in 1991-92. The ten abilities and definitions developed are listed below:

Generic Abilities	Definition
1. Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback	The ability to identify sources of feedback and seek out feedback and to effectively use and provide feed-back for improving personal interaction.
6. Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9. Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of a logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

\*\* Developed by the Physical Therapy Program, University of Wisconsin-Madison, May, et. al. Journal of Physical Therapy Education, 9:1, Spring, 1995.

The following are Behavioral Criteria for the 10 Generic Abilities

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
<b>Commitment to Learning</b>	<p>Identifies problems</p> <p>Formulates appropriate questions</p> <p>Identifies and locates appropriate resources</p> <p>Demonstrates a positive attitude (motivation) toward learning</p> <p>Offers own thoughts and ideas</p> <p>Identifies need for further information</p>	<p>Prioritizes information needs</p> <p>Analyzes and subdivides large questions into components</p> <p>Seeks out professional literature</p> <p>Sets personal and professional goals</p> <p>Identifies own learning needs based on previous experiences</p> <p>Plans and presents an in-service, or research of case studies</p> <p>Welcomes and/or seeks new learning opportunities</p>	<p>Applies new information and re-evaluates performance</p> <p>Accepts that there may be more than one solution to a problem</p> <p>Recognizes the need to and is able to verify solutions to problems</p> <p>Reads articles critically and understands limits of application to professional practice</p> <p>Researches and studies areas where knowledge base is lacking</p>
<b>Interpersonal Skills</b>	<p>Maintains professional demeanor in all clinical interactions</p> <p>Demonstrates interest in patients as individuals</p> <p>Respects cultural and personal differences of others; is non-judgmental about patients' lifestyles</p> <p>Communicates with others in a respectful, confident manner</p> <p>Respects personal space of patients and others</p> <p>Maintains confidentiality in all clinical interactions</p> <p>Demonstrates acceptance of limited knowledge and experience</p>	<p>Recognizes impact of non-verbal communication and modifies accordingly</p> <p>Assumes responsibility for own actions</p> <p>Motivates others to achieve</p> <p>Establishes trust</p> <p>Seeks to gain knowledge and input from others</p> <p>Respects role of support staff</p>	<p>Listens to patient but reflects back to original concern</p> <p>Works effectively with challenging patients</p> <p>Responds effectively with challenging patients</p> <p>Talks about difficult issues with sensitivity and objectivity</p> <p>Delegates to others as needed</p> <p>Approaches others to discuss differences in opinion</p> <p>Accommodates differences in learning styles</p>

<b>Communication Skills</b>	<p>Demonstrates understanding of basic English (verbal and written):</p> <ul style="list-style-type: none"> <li>uses correct grammar, accurate spelling and expression</li> <li>Writes legibly</li> <li>Recognizes impact of non-verbal communication: maintains eye contact, listens actively</li> </ul>	<p>Utilizes non-verbal communication to augment verbal message</p> <ul style="list-style-type: none"> <li>Restates, reflects and clarifies message</li> <li>Collects necessary information from the patient interviews</li> </ul>	<p>Modifies communication (verbal and written) to meet the needs of different audiences</p> <ul style="list-style-type: none"> <li>Presents verbal or written message with logical organization and sequencing</li> <li>Maintains open and constructive communication</li> <li>Utilizes communication technology effectively</li> <li>Dictates clearly and concisely</li> </ul>
<b>Effective Use of Time and Resources</b>	<ul style="list-style-type: none"> <li>Focuses on tasks at hand without dwelling on past mistakes</li> <li>Recognizes own resource limitations</li> <li>Uses existing resources effectively</li> <li>Uses unscheduled time efficiently</li> <li>Completes assignments in timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>Sets up own schedule</li> <li>Coordinates schedule with others</li> <li>Demonstrates flexibility</li> <li>Plans ahead</li> </ul>	<ul style="list-style-type: none"> <li>Sets priorities and reorganizes as needed</li> <li>Considers patient's goals in context of patient, clinic, and third party resources</li> <li>Has the ability to say "No"</li> <li>Performs multiple tasks simultaneously and delegates when appropriate</li> <li>Uses scheduled time with each patient efficiently</li> </ul>
<b>Use of Constructive Feedback</b>	<ul style="list-style-type: none"> <li>Demonstrates active listening skills</li> <li>Actively seeks feedback and help</li> <li>Demonstrates a positive attitude toward feedback</li> <li>Critiques own performance</li> <li>Maintains two-way communication</li> </ul>	<ul style="list-style-type: none"> <li>Assesses own performance accurately</li> <li>Utilizes feedback when establishing pre-professional goals</li> <li>Provides constructive and timely feedback when establishing pre-professional goals</li> <li>Develops plan of action in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from clients</li> <li>Modifies feedback given to clients according to their learning styles</li> <li>Reconciles differences with sensitivity</li> <li>Considers multiple approaches when responding to feedback</li> </ul>

<b>Problem-Solving</b>	<p>Recognizes problems</p> <p>States problems clearly</p> <p>Describes known solutions to problem</p> <p>Identifies resources needed to develop solutions</p> <p>Begins to examine multiple solutions to problems</p>	<p>Prioritizes problems</p> <p>Identifies contributors to problem</p> <p>Considers consequences of possible solutions</p> <p>Consults with others to clarify problem</p>	<p>Implements solutions</p> <p>Reassesses solutions</p> <p>Evaluates outcomes</p> <p>Updates solutions to problems based on current research</p> <p>Accepts responsibility for implementing solutions</p>
<b>Professionalism</b>	<p>Abides by APTA Code of Ethics</p> <p>Demonstrates awareness of state licensure regulations</p> <p>Abides by facility policies and procedures</p> <p>Projects professional image</p> <p>Attends professional meetings</p> <p>Demonstrates honesty, compassion, courage, and continuous regard for all</p>	<p>Identifies positive professional role models</p> <p>Discusses societal expectations of the profession</p> <p>Acts on moral commitment</p> <p>Involves other health care professionals in decision making</p> <p>Seeks informed consent from patients</p>	<p>Demonstrates accountability for professional decisions</p> <p>Treats patients within scope of expertise</p> <p>Discusses role of physical therapy in health care</p> <p>Keeps patient as priority</p>
<b>Responsibility</b>	<p>Demonstrates dependability</p> <p>Demonstrates punctuality</p> <p>Follows through on commitments</p> <p>Recognizes own limits</p>	<p>Accepts responsibility for actions and outcomes</p> <p>Provides safe and secure environment for patients</p> <p>Offers and accepts help</p> <p>Completes projects without prompting</p>	<p>Directs patients to other health care professionals when needed</p> <p>Delegates as needed</p> <p>Encourages patient accountability</p>

<b>Critical Thinking</b>	<p>Raises relevant questions</p> <p>Considers all available information</p> <p>States the results of scientific literature</p> <p>Recognizes “holes” in knowledge base</p> <p>Articulates ideas</p>	<p>Feels challenged to examine ideas</p> <p>Understands scientific method</p> <p>Formulates new ideas</p> <p>Seeks alternative ideas</p> <p>Formulates alternative hypotheses</p> <p>Critiques hypotheses and ideas</p>	<p>Exhibits openness to contradictory ideas</p> <p>Assesses issues raised by contradictory ideas</p> <p>Justifies solutions selected</p> <p>Determines effectiveness of applied solutions</p>
<b>Stress Management</b>	<p>Recognizes own stressors or problems</p> <p>Recognizes distress or problems in others</p> <p>Seeks assistance as needed</p> <p>Maintains professional demeanor in all situations</p>	<p>Maintains balance between professional and personal life</p> <p>Demonstrates effective affective responses in all situations</p> <p>Accepts constructive feedback</p> <p>Establishes outlets to cope with stressors</p>	<p>Prioritizes multiple commitments</p> <p>Responds calmly to urgent situations</p> <p>Tolerates inconsistencies in health care environment</p>



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# VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT

American Physical Therapy Association  
Department of Physical Therapist Assistant Services and  
Department of Academic/Clinical Education Affairs  
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## VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT

### Introduction

In 2000, the House of Delegates adopted Vision 2020<sup>1</sup> and the Strategic Plan for Transitioning to a Doctoring Profession, citing professionalism as one of 6 key elements of this vision. As a follow-up, the document Professionalism in Physical Therapy: Core Values was developed to define and describe the concept of professionalism by stating what behaviors a graduate of a physical therapist program should demonstrate. In 2003 the APTA Board of Directors adopted Professionalism in Physical Therapy: Core Values<sup>2</sup> as a core document on professionalism in physical therapist practice, education, and research.

In June 2009, the House of Delegates revised the core ethics documents for the profession, including Standards of Ethical Conduct for the Physical Therapist Assistant (PTA).<sup>3</sup> This document originally included references to "core values," which the House related to Professionalism in Physical Therapy: Core Values.<sup>2</sup> The APTA Board of Directors determined that Professionalism in Physical Therapy: Core Values was designed for and applicable to physical therapists (PTs), and so it charged the Advisory Panel of Physical Therapist Assistants to draft a new document describing the core values of the PTA, to be titled Values-Based Behaviors for the Physical Therapist Assistant.

The advisory panel met in September 2009 to begin drafting Values-Based Behaviors for the Physical Therapist Assistant. Their work was guided by numerous APTA documents, including Professionalism in Physical Therapy: Core Values,<sup>2</sup> *A Normative Model of Physical Therapist Assistant Education: Version 2007*,<sup>4</sup> the PTA Clinical

Performance Instrument: Version 2009,<sup>5</sup> Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level,<sup>6</sup> the newly adopted ethics documents,<sup>3,7</sup> the problem solving algorithm utilized by PTAs in patient/client intervention,<sup>8</sup> and applicable APTA positions and policies.

The advisory panel gleaned 8 values-based behaviors from existing APTA documents and reflection on the contemporary work of the PTA. These values-based behaviors are listed below in alphabetical order with no preference or ranking given. They are considered to be of sufficient breadth and depth to incorporate the many values and attributes that PTAs demonstrate. The panel made every effort to state each value and its accompanying definition and indicators so that it would resonate with and be understandable to PTAs.

The table that follows provides definitions and sample indicators (not exhaustive) that describe the actions the PTA would perform to express the 8 values-based behaviors:

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility

For each values-based behavior listed, a definition is provided with sample indicators (not exhaustive) that describe what one would see if the physical therapist assistant were demonstrating that values-based behavior in his or her daily work.

Values-Based Behavior With Definition	Sample Indicators
<b>Altruism</b>  Altruism is the primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self interest.	<ol style="list-style-type: none"> <li>1. Providing patient/client-centered interventions.</li> <li>2. Readily offering to assist the physical therapist in providing patient/client interventions.</li> <li>3. Generously providing the necessary time and effort to meet patient/client needs.</li> <li>4. Placing the patient/client's needs ahead of one's own, as evidenced by willingness to alter one's schedule, delay other projects or tasks, etc.</li> <li>5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.</li> </ol>
<b>Caring and Compassion</b>  Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.  Caring is the concern, empathy, and consideration for the needs and values of others.	<ol style="list-style-type: none"> <li>1. Actively listening to the patient/client and considering the patient/client's needs and preferences.</li> <li>2. Exhibiting compassion, caring, and empathy in providing services to patients/clients.</li> <li>3. Demonstrating respect for others and considering others as unique and of value.</li> <li>4. Considering social, emotional, cultural, psychological, environmental, and economic influences on the patient/client (eg, learning styles, language abilities, cognitive abilities) and adapting approach accordingly.</li> <li>5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; ie, demonstrates a nonjudgmental attitude.</li> </ol>
<b>Continuing Competence</b>  Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment. <sup>9</sup>	<ol style="list-style-type: none"> <li>1. Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations.</li> <li>2. Maintaining continuing competence using a variety of lifelong learning strategies (eg, continuing education, reflective journals, journal clubs, working with a mentor).</li> <li>3. Seeking further education in the use and delivery of interventions based on new evidence as it becomes available.</li> <li>4. Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.</li> </ol>

Values-Based Behaviors (January 2011)

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<b>Duty</b>  Duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.	<ol style="list-style-type: none"> <li>1. Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA.</li> <li>2. Facilitating each patient/client's achievement of goals for function, health, and wellness, as directed in the plan of care.</li> <li>3. Preserving the safety, security, and confidentiality of individuals in all patient/client contexts.</li> <li>4. Participating in quality assurance/quality improvement activities in physical therapy care.</li> <li>5. Promoting the profession of physical therapy.</li> <li>6. Providing student instruction and mentoring other PTAs.</li> </ol>
<b>Integrity</b>  Integrity is the steadfast adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.	<ol style="list-style-type: none"> <li>1. Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management.</li> <li>2. Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant,<sup>3</sup> Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements.</li> <li>3. Demonstrating the ideals of the values-based behaviors of the PTA.</li> <li>4. Demonstrating honesty and trustworthiness in all interactions and relationships.</li> <li>5. Choosing employment situations that are congruent with ethical principles and work standards.</li> <li>6. Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate.</li> </ol>
<b>PT/PTA Collaboration</b>  The PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.	<ol style="list-style-type: none"> <li>1. Educating the PT as needed about the roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (eg, state licensure/practice rules and regulations, PTA clinical problem-solving algorithm,<sup>8</sup> PTA direction and supervision algorithms,<sup>10</sup> Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level<sup>6</sup>).</li> <li>2. Promoting a positive working relationship within the PT/PTA team.</li> <li>3. Demonstrating respect for the roles and contributions of both the PT and PTA in achieving optimal patient/client care, including the PT's responsibility for the PTA's performance in patient/client interventions.</li> <li>4. Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care.</li> <li>5. Working with the PT in educating consumers and other health care providers about physical therapy.</li> </ol>

<b>Responsibility</b>  Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.	<ol style="list-style-type: none"> <li>1. Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability.</li> <li>2. Completing patient/client care and other tasks in a timely and efficient manner.</li> <li>3. Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes.</li> <li>4. Communicating in a timely manner with others (eg, PTs, patients/clients, and others).</li> </ol>
<b>Social Responsibility</b>  Social responsibility is the promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.	<ol style="list-style-type: none"> <li>1. Advocating for patient/client needs in the clinical setting.</li> <li>2. Demonstrating behaviors that positively represent the profession to the public.</li> <li>3. Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community.</li> <li>4. Serving the profession and the community, including activities occurring in conjunction with work or outside of work (eg, community health fairs, National Physical Therapy Month events, APTA service).</li> <li>5. Advocating for changes in laws, regulations, standards, and guidelines that positively affect physical therapy and patient/client services.</li> </ol>

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## **Appendix D**

### **APTA Affiliate Member Code of Ethics**

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## **APTA AFFILIATE MEMBER CODE OF ETHICS**

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

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

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

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

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

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

2D. Physical therapist assistants shall protect confidential patient/ client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

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

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

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

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

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

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

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

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

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

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

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

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

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

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



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

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

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

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

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

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

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

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients

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

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

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy

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**Appendix E**

**Consent for Laboratory Participation**

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## **Consent to Lab Treatment and Draping**

### **Guidelines for Physical Contact during University-related Activities**

In accomplishing the mission of Shawnee State University, certain University-related activities will require physical contact between two or more individuals. Activities requiring physical contact include instructional activities such as demonstration, practice, and evaluation of clinical or hands-on skills. Further, environments such as the athletic training room, dental clinic, and student health center involve physical contact for evaluation and treatment of clients/patients. Physical contact may be between faculty/staff and student, faculty/staff and faculty/staff, or student and student.

When physical contact is required between two or more individuals in a University-related activity, the following guidelines will apply:

1. Physical contact should be limited to that necessary and appropriate for completion of the designated activity.
2. The individual to be touched should be informed of the nature, purpose, and extent of physical contact required to complete the activity. The need for physical contact should be designated as instructional or treatment.
3. All individuals must provide express consent (verbal or written) to participate in the activity requiring physical contact and the right to refuse or terminate the encounter.
4. A chaperone or third person of the same gender as the contacted person must be present in all encounters that require physical contact and/or removal of clothing.
5. An appropriate atmosphere should be maintained at all times, including proper dress and use of professional language.
6. Every effort should be made to provide an environment that ensures the comfort, modesty, and dignity of all individuals.
7. All parties should abide by the Code of Ethics and standards of behavior established by the profession(s) involved.
8. See University policy 5.01:2

Shawnee State University is committed to ensuring that individuals demonstrate the highest level of professionalism at all times. When physical contact is required for University-related activities, professional behavior that safeguards the dignity of all individuals is expected. Observance of these guidelines will help students develop attitudes and practices that will provide a foundation for becoming professionals who serve the public and who represent Shawnee State University as graduates.

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### ***SSU PTA Program***

#### **Consent to Lab Treatment, Draping, Videotaping**

Please review and sign the following consent, then return it to the Director for review. There are three sections, one containing guidelines regarding how you will receive mock treatments, one for expectations about how you will be treating others, and one for consent for videotaping/photography for instructional purposes. If you have any cultural or individual differences that need attention or adjustment to the following, please seek advice from faculty for possible adjustments as soon as possible. If you have any guests that would be good subjects, please direct him or her to the staff for a separate consent form. Thank you.

#### **Your Treatment**

I, \_\_\_\_\_, agree to be treated by my instructors, guest lecturers, or classmates during any or all mock lab and treatment sessions for the duration of my stay in the program. I understand that all efforts to provide modesty and safe conditions for me and that if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment that I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it. I will follow the dress code for lab, as explained in the PTA student handbook. I will give notice to staff of any allergies such as latex, nylon fibers, or asthmatic conditions to the director before the lab session.

#### **Treating Others**

I, \_\_\_\_\_, will endeavor to follow the APTA Code of Ethics for the PTA, along with the posted lab rules. I agree to drape my classmates, guests or instructors in a way that protects the modesty and safety of all “patients” treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom and lab activities. I will promptly report any malfunctioning equipment to staff as soon as the unit is noticed to be causing problems.

#### **Videotaping/ photography**

I, \_\_\_\_\_ agree to be videotaping/photography by my instructors, guest lecturers, or classmates during any or all mock lab and treatment sessions for the duration of the program for the purpose of instruction only. I understand that I can expect all efforts to provide modest and safe conditions. If I am uncomfortable I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it.

Signed: \_\_\_\_\_

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

Date: \_\_\_\_\_

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## **Appendix F**

### **Incident Report**

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**SHAWNEE STATE UNIVERSITY  
INCIDENT REPORT FORM  
FOR EMPLOYEE OR STUDENT EXPOSURE TO BLOOD  
OR OTHER POTENTIALLY INFECTIOUS MATERIAL**

Name \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_  
Time & Date of fall/Exposure \_\_\_\_\_  
Facility Where Incident or Exposure  
Occurred \_\_\_\_\_  
Infection Control Officer \_\_\_\_\_ Fax No \_\_\_\_\_  
Supervisor \_\_\_\_\_

1. Describe the circumstances under which you were exposed to human blood or other potentially infectious material.

2. Indicate the type of human blood or other potentially infectious material to which you were exposed. (Check those that apply.)

- \_\_\_\_\_ Blood  
\_\_\_\_\_ Semen  
\_\_\_\_\_ Vaginal secretions  
\_\_\_\_\_ Cerebrospinal fluid  
\_\_\_\_\_ Synovial fluid  
\_\_\_\_\_ Pleural fluid  
\_\_\_\_\_ Saliva from dental procedures  
\_\_\_\_\_ Other body fluid than those listed above that contained visible blood; specify:  
\_\_\_\_\_  
\_\_\_\_\_ Unidentifiable body fluid  
\_\_\_\_\_ Other body fluid. specify: \_\_\_\_\_

3. Indicate the route(s) of your exposure: (Check those that apply.)

- \_\_\_\_\_ Parenteral, needle stick or cut exposure  
\_\_\_\_\_ Mucous membrane exposure; splash to the eye, mouth or nose  
\_\_\_\_\_ Prolonged or extensive skin exposure to blood or the above mentioned  
body fluids. Was the skin chapped, abraded or afflicted with dermatitis?  
YES NO (Circle one)  
Comments:  
\_\_\_\_\_

4. If the Source Individual is known, provide as much information as possible, e.g. Name, Social Security number, Location, Attending Physician, etc.

\_\_\_\_\_  
\_\_\_\_\_

**Instructions: Notify Dean of CPS by telephone (740)-351-3216) and complete and fax to 740-351-3354 or hand-deliver this incident report form immediately to Dean of the College of Professional Studies, Shawnee State University, 940 Second Street, Portsmouth, OH 45662**

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## **Appendix G**

### **Authorization to Release Student Information**

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## AUTHORIZATION TO RELEASE STUDENT INFORMATION

Students frequently request the PTA faculty to act as references for scholarships and employment, or SSN (social security number) for state board licensing support. Also, future employers request students' names and addresses for recruitment purposes. If you wish this information released, please complete the form below and return to the department secretary.

Office use only\*\*\*\*\*

\_\_\_\_Cleared and coded for Registrar, per FERPA regs.

\_\_\_\_Date

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*cut on dotted line*

*I authorize the faculty of the Physical Therapist Assistant Program at Shawnee State University to release personal information from my student record for clinical, educational, State licensure, recruitment, or employment purposes. I understand that I am not required to return this document and by signing and returning it I am giving authority for the faculty to release my personal information at their discretion.*

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

*The following name, address, and phone number may be given:*

Name\_\_\_\_\_

Street\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_Zip\_\_\_\_\_Phone #\_\_\_\_\_



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## **Appendix H**

### **Student Counseling Report**

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SHAWNEE STATE UNIVERSITY  
PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT COUNSELING REPORT

Type of Report

Informal Notification

Formal Discipline

Status:

Verbal Warning

Written Warning

Student:

Counselor:

Date:

Issue:

Reason for filing report(include date, time, location, involved individuals and description of incidents, if applicable).

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Consequences of behavior or issue:

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Student evaluation of issue:

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**Corrective action/recomendations:**

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**Follow-up date:** \_\_\_\_\_

**Student:** \_\_\_\_\_  
(Signature on this form indicates that you have read the above information.)

**Counselor:** \_\_\_\_\_

**Follow-up Report:**

Date: \_\_\_\_\_ Issues: \_\_\_\_\_

**Status:**

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**Action(s):**

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Student: \_\_\_\_\_ Counselor: \_\_\_\_\_

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## **Appendix I**

### **Disclosure of Disability**

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## DISCLOSURE OF DISABILITY

### **Special Assistance Statement and Notice:**

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, 740-351-3106 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then encouraged to meet with their instructor's during the instructor's office hours to discuss their specific needs related to their disability. The academic accommodation letter will be sent to the instructor and student via secure e-mail prior to the semester start date. Any questions regarding the academic accommodations on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation might not be able to be provided.

**I certify, by my signature below, that I have read and understand the Essential Functions for selection into the Shawnee State University PTA program as listed on the website and within this handbook, and I believe to the best of my knowledge, that I currently meet or will meet each of these standards with or without reasonable accommodation.**

**Signature of Applicant**

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

\_\_\_\_\_

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## **Appendix J**

### **PTA Course Curriculum and Course Descriptions**

YEAR 1	YEAR 2
<p><b><u>SEMESTER 1- Fall</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 1130*</b>- Anatomy and Physiology I (4hrs)</li> <li><input type="checkbox"/> <b>PSYC 1101*</b>- Intro. to Psychology (3hrs)</li> <li><input type="checkbox"/> <b>STAT 1150*</b>- Principles of Statistics (3hrs)</li> <li><input type="checkbox"/> <b>ENGL 1101* or 1102*</b>- Discourse &amp; Composition (3hrs)</li> <li><input type="checkbox"/> <b>AHNR 1104-</b> Physical Principles for HS Students (2hrs)</li> <li><input type="checkbox"/> <b>PTAT 1111-</b> Intro to Physical Therapy (2hrs)</li> <li><input type="checkbox"/> <b>UNIV 1100-</b> First-year Experience (1hr)</li> </ul> <p><b><u>SEMESTER 2- Spring</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 1131*</b>-Anatomy and Physiology II (4hrs)</li> <li><input type="checkbox"/> <b>EXSC 3050-</b> Biomechanics &amp; Functional Kinesiology (4hrs)</li> <li><input type="checkbox"/> <b>PTAT 1230-</b> PTA procedures 1 &amp; 2 lab (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 1231-</b> PTA procedure 1 &amp; 2 concepts (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 1115-</b> PT in dysfunction (2hrs)</li> </ul> <p><b><u>SEMESTER 3- Summer</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PTAT 1113-</b> Reg. studies movement &amp; science lab (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 1114-</b> Reg. studies movement &amp; science conc. (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 1155-</b> PTA seminar 1 (1hr)</li> <li><input type="checkbox"/> <b>PSYC 1130-</b> Life Span Dev. for Health Sciences (3hrs)</li> <li><input type="checkbox"/> <b>EMTP 1010-</b> First Aid &amp; CPR (2hr)</li> </ul>	<p><b>FALL Intercession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PTAT 2190-</b> Clinical Practicum 1 (1hr)</li> </ul> <p><b><u>SEMESTER 4- Fall</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PTAT 2230-</b> Rehab Procedures Cardio-pulm/ MSK lab (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2231-</b> Rehab Concepts Cardio-pulm/ MSK (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2240-</b> Neurology &amp; Rehabilitation procedure. lab (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2241-</b> Neurology &amp; Rehabilitation concepts (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2235-</b> PT Trends &amp; Administrative Procedures (1hr)</li> </ul> <p><b><u>SEMESTER 5- Spring</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PTAT 2290-</b> Clinical Practicum2 (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2390-</b> Clinical Practicum 3 (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2490-</b> Clinical Practicum 4 (3hrs)</li> <li><input type="checkbox"/> <b>PTAT 2255-</b> PTA seminar 2 (1hr)</li> </ul> <p><b>* SSU General Education Program course(s)</b></p>

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## **COURSE DESCRIPTIONS**

### **PTAT 1111 -Introduction to Physical Therapy** Credits: 2

The purpose, philosophy, history, and development of the physical therapy profession, including the function of the American Physical Therapy Association. The development of the physical therapist assistant, duties, function, legal responsibilities, and scope of practice, including medical ethics and standard documentation. Emphasis on the Twelve Core Professional Values of Physical Therapy from the 2006 PTA Normative Model, such as altruism, duty, integrity, and accountability. Communication, teaching and learning, cultural sensitivity, rural health care, relational conflict management, wellness and disability models are taught. Students will be trained in OSHA, HIPAA, as well as discussion on the psychosocial aspects of care.

### **PTAT 1115 - P.T. in Physical Dysfunction** Credits: 2

Study of human disease and pathology of the systems of the body as it relates to physical therapy. This study will include an overview of etiology, signs and symptoms, and medical/therapeutic interventions for each pathology studied. An introduction to the Guide to PT Practice and study of disability/ wellness models will be included.

### **PTAT 1230 - PTA Procedures Laboratory** Credits: 3

This laboratory course is designed to provide hands- on learning experiences for the PTA student. Topics covered will be patient skills, universal precautions, isolation techniques, patient positioning, physical modalities, mechanical modalities, and electrical stimulation. Students will be required to demonstrate safe treatment techniques in all topics and be able to verbalize indications/ contraindications for treatments. Safe and legal documentation and data collection will be included for each topic.

### **PTAT 1231- Physical Therapist Assistant Therapeutic Concepts** Credits: 3

This course is designed to provide theory and appropriate application of PT procedures discussed in PTAT 1230. Topics covered will be patient skills, universal precautions, isolation techniques, patient positioning, physical modalities, mechanical modalities, and electrical stimulation. Safe and legal documentation and data collection will be included for each topic.

### **PTAT 1113 -Regional Studies in Movement/ Science Lab** Credits: 3

A laboratory course designed to provide a regional study of detailed palpation of bone and muscular structure, as well as learning the application of strength testing and range of motion for each region of the body. This course will accompany a lecture course and apply hands- on study of gait, work, force, body composition, and muscle length as it applies to physical therapy. Proper documentation of data collection and legal care will be emphasized.

### **PTAT 1114 -Regional Studies in Movement and Science Concepts** Credits: 3

A regional study of kinesiology designed to assist in the development of a PTA. An introduction into motor control and a detailed study of human movement is presented. Normal biomechanics of movement in all planes and for all joints will be emphasized. Data collection and standard documentation are included to assure safe and legal care.



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**PTAT 1155 - PTA Seminar I** Credits: 1

Introductory discussion of current topics in seminar lecture regarding CPI, standard medical documentation/data collection, treatment interventions, ethical standards, and legal requirements governing practice of physical therapy in the state of Ohio with the standard and difficult patients. This course is designed as a seminar style lecture/ discussion of current clinical topics/ issues. There will be in depth discussion on medical documentation and data collection. This seminar is designed to follow closely with the student's first introductory clinical experience.

**PTAT 2190 - Clinical Practicum 1** Credits: 1

Students will experience an introductory experience in the clinical setting in which they will perform learned interventions for patient care under the direct supervision and guidance of licensed physical therapist or physical therapist assistants for a total experience of 60 hours.

**PTAT 2235- PT Trends & Administrative Procedures** Credits: 1

The identification of administrative components including budgeting, cost- containment strategies and outcome measures will be studied. Understanding of clinical research will be introduced to better equip students to be evidence based practitioners. The history and influence of healthcare systems will be discussed from a stand point of government funded programs, private insurance (HMO, MCO), and self- payment. Students will be given instruction and practice on the skills for resume writing and self-promotion. Students will be required to demonstrate competent and safe standards of documentation and data collection.

**PTAT 2230 - Rehab Procedures Cardiopulmonary/ Musculoskeletal Lab**

Credits: 3

This course is designed to be a laboratory experience specific to cardiopulmonary and musculoskeletal dysfunction. Students will learn how to apply didactic knowledge into clinical intervention for patients having musculoskeletal/ cardiopulmonary dysfunction. Specific topics covered will include range of motion, strength training, balance training, flexibility training, and coordination training for all PT settings as it relates to cardiopulmonary and musculoskeletal dysfunction. Additional topics covered include women's health considerations and industrial rehabilitation. There is special emphasis placed on appropriate treatment progression and safe and legal documentation and data collection.

**PTAT 2231 - Rehab Concepts in Cardiopulmonary and Musculoskeletal**

Credits: 3

This course is designed to provide conceptual knowledge of cardiopulmonary and musculoskeletal dysfunction, and to provide the student with appropriate rationale and research to support clinical intervention. Topics covered in this course include systematic regional review of musculoskeletal and cardiopulmonary disorders. Theory and relevance for progressive resistance exercise, therapeutic exercise, neuromuscular re- education, therapeutic activities, and special tests that are commonly used will be provided for each region studied. Data Collection and standard documentation to support safe and legal care will be emphasized.

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**PTAT 2240 - Neurology and Rehabilitation Procedures Lab** Credits: 3

This course is a laboratory experience designed to provide a hands-on learning experience for the PTA student. Topics that are covered include specific patient treatment skills, patient positioning and handling, safety strategies, universal precautions related to the abnormal neurologic development/ pathology, and integumentary dysfunction that occur throughout the lifespan. Technical skills will be emphasized throughout the lifespan. There is special emphasis placed on appropriate treatment progression and safe and legal documentation and data collection.

**PTAT 2241 - Neurology and Rehabilitation Concepts** Credits: 3

This course is designed to provide conceptual knowledge of the normal and pathological nervous system throughout the lifespan. This study includes emphasis on motor impairment and functional limitations following pathological dysfunction or injury to the nervous system in children, adolescents, and adults. This course emphasizes the theory and practice of interventions designed for neurological dysfunction and integumentary dysfunction throughout the lifespan as related to physical therapy. Data collection and standard documentation to support safe and legal care will be covered.

**PTAT 2255 - PTA Seminar II** Credits: 1

Students will research and present case study of a patient treated in their PTAT 2390 or PTAT 2490 clinical assignments. Students apply current confidentiality and HIPAA restrictions to above patient case history. Special topics include state board documentation preparation/testing, job placement/career development, and lifelong learning. Debriefing of clinical education PTAT 2490 included, along with exit surveying.

**PTAT 2290 - Clinical Practicum 2** Credits: 3

A full time, five-week intermediate experience in an acute care or musculoskeletal clinical setting, in which the student will perform previously learned, competent interventions for patient care. These are performed under the direct supervision of a licensed physical therapist or assistant. The CPI is the primary performance tool utilized. Includes debriefing. *(By the nature of the experience, this course exceeds usual classroom meeting time and experiences.)*

**PTAT 2390 - Clinical Practicum 3** Credit: 3

A full time, five-week intermediate experience in an acute care or musculoskeletal clinical setting, in which the student will perform previously learned, competent interventions for patient care. These are performed under the direct supervision of a licensed physical therapist or assistant. The CPI is the primary performance tool utilized. A patient/client case report is identified and researched, per the course instructions. Includes debriefing and utilizes the CPI tool. *(By the nature of the experience, this course exceeds usual classroom meeting time and experiences.)*

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**PTAT 2490 - Clinical Practicum 4** Credit: 3

An advance experience in clinical settings, consisting of one, final, five-week, full-time experience. Includes complex medical cases in the areas of pediatrics, geriatrics, federal agency, or rehabilitation. A patient/client case report is identified and researched or an in-service to staff is required, per the course instructions. Includes debriefing and utilizes the CPI evaluative tool *(By the nature of the experience, this course exceeds usual classroom meeting time and experiences.)*

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**Appendix K**

**HIPAA Best Practice & Clinical Supervision Guidelines**

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## Best Practices

### For Patient Personal Health Information/HIPAA

#### *Best Practices of Online Case Discussions: PTA Program at SSU*

- Given that faculty should allow solid case discussions during courses during their stay in the program, and given that our secure Blackboard Learning System is available for the benefit of the student's learning experience, the following practices and precautions will be used to protect HIPAA related information sharing:
  - A. Students or faculty need to sign off or log off of any computer screen at campus, at home or in the clinic, if he or she is finished or is called away from the screen while viewing case discussion forums or patient/client histories in online medical charts.
  - B. When students conduct a case report or journaling, the information that is being shared with the professor or class needs to be cleared by the facility's clinical personnel or HR risk manager prior to use.
  - C. Only persons with the need to know the patient/client information should be allowed to read or know it.
- When using Blackboard Learning System, the faculty need to recycle or remove the discussion board forum completely from any course in which the discussion has occurred once the course is finished.
- If any questions should arise, the faculty and program leader in concert with the Dean of Professional Studies will need to be advised.

#### **Instructions for the Clinical Instructor for Clinical Education for the SSU PTA Program**

- 1-Please provide the student with a ***prompt and relevant orientation*** to your department and/or hospital upon arrival.
- 2-Please ***remind the student*** of their requirement to inform any treated patient that they are students and not yet licensed professionals at this point, giving them the free right to refuse intervention.
- 3-Our students need the clinical instructors' ***feedback on a regular basis***, so we strongly recommend a weekly meeting for five to 10 minutes to keep him or her apprised of his or her progress towards student goals and performance targets. The ACCE will call or visit a term to complete a formal report of student progress, or if any red flag were significant concern boxes are checked, as explained in the CPI.

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- **5-*In- services*** are not required during the fall 2190 clinical course but are required in one of the three final clinical rounds during the spring term. .
  - 6-Please rate our student on his or her performance in as many of the performance criteria within the CPI as possible. Note: *The PTAT 2190 course only requires the CPI to be completed at the final of the clinical.*
  - 7-If the clinical instructor assesses the need for a visit from faculty member, one will be supplied if the distances and schedules can be arranged. A conference call is also an option, if the need arises.
  - 8-Please co-sign all treatment or progress notes students may complete. As reminder with Medicare B clients, students may not be the primary charter or clinician of record, in effect replacing a licensed person's role.

**Contact April Barnette at 740- 351-3288 or [abarnette@shawnee.edu](mailto:abarnette@shawnee.edu) for more information.**

## CLINICAL SITE INFORMATION

1111 North Fairfax Street, Alexandria, VA 22314-1488  
 703/684-APTA (2782) \* 800-999-2782 \* 703/683-6748 (TDD)  
 703/684-7343 (fax)

### Student Supervision and Medicare

Practice Setting	PT Student		PTA Student	
	Part A	Part B	Part A	Part B
Physical Therapist in Private Practice	N/A	X <sup>1</sup>	N/A	X <sup>1</sup>
Certified Rehabilitation Agency	N/A	X <sup>1</sup>	N/A	X <sup>1</sup>
Comprehensive Outpatient Rehabilitation Facility	N/A	X <sup>1</sup>	N/A	X <sup>1</sup>
Skilled Nursing Facility	4 <sup>1</sup>	X <sup>1</sup>	4 <sup>2</sup>	X <sup>1</sup>
Hospital	4 <sup>3</sup>	X <sup>1</sup>	4 <sup>3</sup>	X <sup>1</sup>
Home Health Agency	NAR	X <sup>1</sup>	NAR	X <sup>1</sup>
Inpatient Rehabilitation Facility	4 <sup>4</sup>	N/A	4 <sup>4</sup>	N/A
<b>Key</b>  <b>4 : Reimbursable</b>  <b>X: Not Reimbursable</b>  <b>N/A: Not Applicable</b>  <b>NAR: Not Addressed in Regulation. Please defer to state law.</b>				
<b>4<sup>1</sup>: Reimbursable: The minutes of student services count on the Minimum Data Set. However, Medicare requires that the professional therapist (the PT) provide line-of-sight supervision of PT student services.</b>  <b>Federal Register (Volume 64, Number 213)</b>				

**4 <sup>2</sup>: Reimbursable: The minutes of student services count on the Minimum Data Set. However,**

**Medicare requires that the professional therapist (the PT) provide line-of-sight supervision of physical therapist assistant (PTA )student services. *Federal Register* (Volume 64, Number 213)**

**4 <sup>3</sup>: Although not specifically addressed in the regulations, the Part A hospital diagnosis related group (DRG) payment system is similar to that of a skilled nursing facility (SNF). Thus, if state laws do not specify requirements, it is reasonable to use the SNF Part A requirements as guidance.**

**4 <sup>4</sup>: Although not specifically addressed in the regulations, the inpatient rehabilitation hospital prospective payment system is similar to that of a SNF. Thus, if state laws do not specify requirements, it is reasonable to use the SNF Part A requirements as guidance.**

**X <sup>1</sup>: According to program memorandum AB-01-56, Medicare does not reimburse for student services provided under Medicare Part B. However, in a letter to the American Speech-Hearing-Language Association (ASHA), Medicare clarified that the service would be billable even though the student is participating in the delivery of the service as long as "the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment."**

**CR 6/2002**

***Supervisory guidelines:*** Sources-Ohio Consortia, CMS, and APTA

<b>Medicare Supervision Requirements for Physical Therapist Assistants</b>	
<b>Type of Setting</b>	<b>Supervision Ruling</b>
Certified Rehabilitation Agency (CRA)	CRA's are required to have qualified personnel provide initial direction and periodic observation of the actual performance of the function and/or activity. If the person providing services does not meet the assistant-level practitioner qualifications in 485.705, then the physical therapist must be on the premises.
Comprehensive Outpatient Rehabilitation Facility (CORF)	The services must be furnished by qualified personnel. If the personnel do not meet the qualifications in 485.705, then the qualified staff must be on the premises and must instruct these personnel in appropriate patient care service, techniques, and retain responsibility for their activities. A qualified professional representing each service made available at the facility must be either on the premises of the facility or must be available through direct telecommunications for consultation and assistance during the facility=s operating hours.
Home Health Agencies (HHA)	Physical therapy services must be performed safely and/or effectively only by or under the <b>general</b> supervision of a skilled therapist. General supervision has been traditionally described in HCFA manuals as requiring the initial direction and periodic inspection of the actual activity. However, the supervisor need not always be physically



	present or on the premises when the assistant is performing services.@
Inpatient Hospital Services	Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.
Outpatient Hospital Services	Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.
Physical Therapist in Private Practice (PTPP)	Physical therapy services must be provided by or under the <b>direct</b> supervision of the physical therapist in private practice. CMS has generally defined direct supervision to mean that the supervising private practice therapist must be present in the office suite at the time the service is performed.
Physician's Office	Services must be provided under the <b>direct</b> supervision of a physical therapist who is enrolled as a provider under Medicare. A physician cannot bill for the services provided by a PTA. The services must be billed under the provider number of the supervising physical therapist. CMS has generally defined direct supervision to mean that the physical therapist must be in the office suite when an individual procedure is performed by supportive personnel.
Skilled Nursing Facility (SNF)	Skilled rehabilitation services must be provided directly or under the <b>general</b> supervision of skilled rehabilitation personnel. General Supervision@ is further defined in the manual as requiring the initial direction and periodic inspection of the actual activity. However, the supervisor need not always be physically present or on the premises when the assistant is performing services.

\*Please note that physical therapists are licensed providers in all states and physical therapist assistants are licensed providers in the majority of states. As licensed providers, the state practice act governs supervision requirements. Some state practice acts mandate more stringent supervision standards than Medicare laws and regulations. In those cases, the physical therapist and physical therapist assistants must comply with their state practice act. For example, in a skilled nursing facility in New Jersey, a physical therapist must be on the premises when services are furnished by a physical therapist assistant despite the fact that Medicare requires general supervision. New Jersey's state practice act requires direct supervision rather than general supervision, and therefore, the physical therapist and physical therapist assistant would have to comply with this requirement.

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## **Appendix L**

### **PTA Student Handbook Verification**

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**SHAWNEE STATE UNIVERSITY  
PHYSICAL THERAPIST ASSISTANT PROGRAM**

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

*I have read the Physical Therapist Assistant Program Student Handbook and agree to conform to its rules, including permission to videotape My performance for educational purposes.*

*I furthermore will agree to supply a forwarding address and contact information, in order to participate in any follow up surveys for up to 18 months after graduation.*

*I will ask the faculty for any further information that I may require.*

Print Name Clearly

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_