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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.

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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>Value 1:</p> <p>Student focused service</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"> • Graduation Rate • Success on Licensure Exam. • Student satisfaction • Job placements • Graduate/professional school placement 	<p>Goals:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants. • Maintain program policy and procedures that meet the needs of the PTA students and stakeholders. • To provide a professional teaching and learning environment that is conducive to achieving student-centered goals. 	<ul style="list-style-type: none"> • The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation. • Students will complete all course objectives as mirrored in CAPTE criteria. • Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA. • Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development. • Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation • ≥85% of graduated students will pass the NPTAE examination • ≥90% of PTA students that gain licensure via NPTAE will be employed within 12 months • The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey

PTA Student Handbook Class of 2026

<p>Value 2:</p> <p>Community Engagement</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"> • Graduation and program completion • Job placement • Student satisfaction • Employer Satisfaction • Community service learning activity completion • Success on Licensure Exam. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants. • Maintain program policy and procedures that meet the needs of the PTA students and stakeholders. • 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. 	<ul style="list-style-type: none"> • Students will complete all course objectives as mirrored in CAPTE criteria. • Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA. • Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development. • 85% of graduated students will pass the NPTE-PTA examination. • ≥90% of PTA students that gain licensure via NPATAE will be employed within 12 months • Students will complete at least 1 service learning activity during the PTA program
<p>Value 3:</p> <p>Authentic Dialogue</p> <p>We respect open, honest, and sincere two-way communication</p>	<ul style="list-style-type: none"> • Graduation and program completion • Job placement • Student satisfaction • Employer Satisfaction • Community service-learning activity completion 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation. • Students will complete all course objectives as mirrored in CAPTE criteria. • Students will complete clinical performance instrument competencies at entry-level, as defined within

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	<ul style="list-style-type: none"> • Success on Licensure Exam. 	<p>manner within the scope of practice as defined by the profession and licensure requirements.</p> <ul style="list-style-type: none"> • 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. • To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants. • Maintain program policy and procedures that meet the needs of the PTA students and stakeholders. • To provide a professional teaching and learning environment that is conducive to achieving student centered goals. 	<p>the clinical performance instrument (CPI) for the PTA.</p> <ul style="list-style-type: none"> • Students will assemble a professional portfolio to support their career achievements and promote their involvement in life-long learning and career development. • Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation • ≥85% of graduated students will pass the NPTAE examination • The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey • Students and Faculty will comply with 100% of PTA program policies and procedures.
<p>Value 4:</p> <p>Thoughtful Risk-Taking</p> <p>We value innovation and encourage those around us to dream big and explore new possibilities</p>	<ul style="list-style-type: none"> • Graduation and program completion • Job placement • Student satisfaction • Employer Satisfaction • Success on Licensure Exam. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Students will complete all course objectives as mirrored in CAPTE criteria • The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation • Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½

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		<ul style="list-style-type: none"> • 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. • To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants 	<p>times the expected length of matriculation</p> <ul style="list-style-type: none"> • ≥85% of graduated students will pass the NPTAE examination • The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey
<p>Value 5:</p> <p>Culture of continuous improvement</p> <p>We look for opportunities to make what we do well today even better tomorrow.</p>	<ul style="list-style-type: none"> • Graduation and program completion • Job placement • Student satisfaction • Employer Satisfaction • Success on Licensure Exam. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • To recruit, retain, and graduate students who have the abilities and motivation to be successful as physical therapist assistants. • Maintain program policy and procedures that meet the needs of the PTA students and stakeholders. • 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 	<ul style="list-style-type: none"> • Greater than 60% of students enrolled in the PTA program will successfully graduate within 1 ½ times the expected length of matriculation • ≥85% of graduated students will pass the NPTAE examination • ≥90% of PTA students that gain licensure via NPTAE will be employed within 12 months • The PTA program will maintain ≥ 75% satisfaction from the PTA program survey and Post-graduate Survey • The PTA coursework will contain 100% of the CAPTE criteria for PTA accreditation • Students will complete clinical performance instrument competencies at entry-level, as defined within the clinical performance instrument (CPI) for the PTA

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-health-human-services/rehabilitation-sciences/physical-therapist-assistant>

ACCREDITATION

The Physical Therapist Assistant Program at Shawnee State University is accredited through 2032 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. phone numbers are (703) 706-3245 or (703) 706-3241. Email address is: accreditation@apta.org. website: <https://www.capteonline.org/>

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 #6 will result in a re-take of the laboratory practical examination at the discretion of the instructor

Failure to comply with academic requirement #7 will result in immediate failure of laboratory practical examination and/or laboratory skill check-off.

Students that fail to meet academic requirements #6 or #7 may 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 1st 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 #8 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.

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 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 they may need an accommodation based on a documented disability should first contact the Coordinator of Accessibility Services at (740) 351-3608, or ssuaccessibility@shawnee.edu (Hatcher Hall, 1001 4th Street) and 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.

The Office of Accessibility Services will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible.

The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so.

Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

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.

University Religious Accommodation Statement for Course Syllabi (2024-2025)

As an essential part of a liberal society, an individual should have the freedom to believe or not in a religion or spiritual belief system. Under the Ohio Revised Code section 3345.024, also known as "The Testing Your Faith Act," a student may be absent for up to three days per semester to "take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization." Pursuant to University Policy 2.21 and Procedure 2.21:1, students are required to notify faculty of their various classes about necessary absences as early as possible after the commencement of a course, and not more than fourteen (14) calendar days after the first day of instruction in the course. Faculty will make accommodations without questioning the sincerity of the student's religious or spiritual belief system, and will keep all requests confidential.

For additional information about this policy or procedure, please contact the Office of the Registrar at (740) 351-4734 or ssu_registrar@shawnee.edu. Complaints regarding this policy and procedure may be submitted by selecting "Religious Accommodation" online at shawnee.edu/complaint.

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 register for courses and petition for graduation. Faculty 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.

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 should 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

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

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 arise 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)

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 is 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.

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 Students should also submit an Incident report (See Appendix F) and deliver it to the Dean of College of Health and Human Services 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 Services 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.

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.

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).

CLINICAL EDUCATION FACULTY PRIVILEGES

The clinical education faculty that serves the Shawnee State University PTA program and its students are afforded 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 may be required to upload necessary “clinical pre-requisites” electronically. This process is managed by the ACCE which may at times involve an outside company resources. 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.

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

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 2nd 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.

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.

- 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. (5th 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 is identified 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.)

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 Clinical Preparation meeting (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 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)

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, religious freedom and rights, 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. The Student is expected to read and comply with attendance policies within each clinical course syllabus (PTAT 2190, 2290, 2390, and 2490)

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).

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 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)

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 2nd 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.

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.

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 (NPTAE). Upon successful graduation from PTA program and passing the NPTAE students will be eligible for licensure in all 50 states of the US. The PTA program will assist the student in preparation for the NPTAE 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 in addition to passing the NPTAE, and it is the student's responsibility to identify those said requirements and prepare accordingly. The most common additional requirement(s) for each state are individual juris prudence exams, and BCI checks. Students are eligible to complete these after completion of the PTA program in all 50 states.

Appendix A

PTA Program “Student” Policies and Procedures

See SSU PTA Program Webpage for individual Policies and Procedures

- 1.1 Accreditation Reporting
- 1.2 Non Discrimination
- 1.3 Privacy and Confidentiality
- 1.4 Informed Consent
- 1.5 Due Process
- 1.6 Complaints and Concerns
- 1.7 Safety of Persons Associated with PTA Program
- 2.1 PTA Faculty Roles and Responsibilities
- 2.2 Rights and Privileges of Academic Faculty
- 2.3 Rights and Privileges of Clinical Faculty
- 2.4 Faculty Development
- 2.5 Faculty Course Assessment
- 2.6 PTA Program Meetings
- 2.7 PTA Program Committees
- 2.8 PTA Program Advisory Committees
- 3.1 Student PTA program Application and Selection
- 3.2 PTA Student Handbook
- 3.3 Student Retention
- 3.4 Academic Advising
- 3.5 Dress Code
- 3.6 Student Government Association
- 3.7 Employment Advertising to Students
- 3.8 Attendance
- 4.1 Clinical Affiliation Agreement
- 4.2 Clinical Education Selection
- 4.3 Clinical Affiliation Agreement Review
- 5.1 Program Comprehensive Assessment
- 5.2 Assessment of Policy and Procedures
- 5.3 Assessment of Resources
- 5.4 Review of Curriculum
- 5.5 Review of Admissions Process and Enrollment
- 5.6 Assessment of Faculty
- 5.7 Performance of Recent Graduates

Appendix B

PTA Program Laboratory Skill Check-Offs

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

Appendix C

Generic Abilities Assessment and Value-based Behaviors

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

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

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

<p>Critical Thinking</p>	<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>
<p>Stress Management</p>	<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>

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
1111 North Fairfax Street
Alexandria, Virginia 22314



VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT

Introduction

In 2000, the House of Delegates adopted Vision 2020¹ 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 Values² 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).³ This document originally included references to "core values," which the House related to Professionalism in Physical Therapy: Core Values.² 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,² *A Normative Model of Physical Therapist Assistant Education: Version 2007*,⁴ the PTA Clinical

Performance Instrument: Version 2009,⁵ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level,⁶ the newly adopted ethics documents,^{3,7} the problem solving algorithm utilized by ptas in patient/client intervention,⁸ 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

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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
<p>Altruism</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Providing patient/client-centered interventions. 2. Readily offering to assist the physical therapist in providing patient/client interventions. 3. Generously providing the necessary time and effort to meet patient/client needs. 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. 5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.
<p>Caring and Compassion</p> <p>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</p> <p>Caring is the concern, empathy, and consideration for the needs and values of others.</p>	<ol style="list-style-type: none"> 1. Actively listening to the patient/client and considering the patient/client's needs and preferences. 2. Exhibiting compassion, caring, and empathy in providing services to patients/clients. 3. Demonstrating respect for others and considering others as unique and of value. 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. 5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; ie, demonstrates a nonjudgmental attitude.
<p>Continuing Competence</p> <p>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.⁹</p>	<ol style="list-style-type: none"> 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. 2. Maintaining continuing competence using a variety of lifelong learning strategies (eg, continuing education, reflective journals, journal clubs, working with a mentor). 3. Seeking further education in the use and delivery of interventions based on new evidence as it becomes available. 4. Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.

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<p>Duty</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA. 2. Facilitating each patient/client's achievement of goals for function, health, and wellness, as directed in the plan of care. 3. Preserving the safety, security, and confidentiality of individuals in all patient/client contexts. 4. Participating in quality assurance/quality improvement activities in physical therapy care. 5. Promoting the profession of physical therapy. 6. Providing student instruction and mentoring other PTAs.
<p>Integrity</p> <p>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.</p>	<ol style="list-style-type: none"> 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. 2. Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant,³ Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements. 3. Demonstrating the ideals of the values-based behaviors of the PTA. 4. Demonstrating honesty and trustworthiness in all interactions and relationships. 5. Choosing employment situations that are congruent with ethical principles and work standards. 6. Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate.
<p>PT/PTA Collaboration</p> <p>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.</p>	<ol style="list-style-type: none"> 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,⁸ PTA direction and supervision algorithms,¹⁰ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level⁹). 2. Promoting a positive working relationship within the PT/PTA team. 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. 4. Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care. 5. Working with the PT in educating consumers and other health care providers about physical therapy.
<p>Responsibility</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability. 2. Completing patient/client care and other tasks in a timely and efficient manner. 3. Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes. 4. Communicating in a timely manner with others (eg, PTs, patients/clients, and others).
<p>Social Responsibility</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Advocating for patient/client needs in the clinical setting. 2. Demonstrating behaviors that positively represent the profession to the public. 3. Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community. 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). 5. Advocating for changes in laws, regulations, standards, and guidelines that positively affect physical therapy and patient/client services.

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Appendix D

APTA Affiliate Member Code of Ethics

**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.

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.

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

Appendix E

Consent for Laboratory Participation

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.

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: _____

Appendix F
Incident Report

**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

Appendix G

Authorization to Release Student Information

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 # _____

Appendix H
Student Counseling Report

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).

Consequences of behavior or issue:

Student evaluation of issue:

Corrective action/recomendations:

Follow-up date: _____

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

Counselor: _____

Follow-up Report:

Date: _____ Issues: _____

Status:

Action(s):

Student: _____ Counselor: _____

Appendix I
Disclosure of Disability

DISCLOSURE OF DISABILITY

Special Assistance Statement and Notice:

Shawnee State University is committed to maintaining a learning environment free from retaliation, harassment and discrimination on the basis of race, color, genetic information, religion, age, disability, national origin, ancestry, sex, status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, sexual orientation, gender, gender identity or gender expression, veteran status or military status. These acts violate an individual's fundamental rights and personal dignity and will not be tolerated. The University seeks to address all forms of discrimination and harassment, and all sexual violence through education, policy enforcement, and by providing mechanisms for students, faculty, staff and visitors. Faculty members are considered "Mandatory Reporters" and are required to report incidents of sexual harassment and sexual violence to the Title IX Coordinator. To report concerns directly please contact Monique Harmon, Title IX Coordinator at 740-351-3010 or <https://www.shawnee.edu/campus-life/title-ix/report-incident>. Reporting such matters does not automatically trigger formal action, but those involved may be entitled to various resources and accommodations.

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

Appendix J

PTA Course Curriculum and Course Descriptions

YEAR 1	YEAR 2
<p><u>SEMESTER 1- Fall</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> BIOL 1130*- Anatomy and Physiology I (4hrs) <input type="checkbox"/> PSYC 1101*- Intro. to Psychology (3hrs) <input type="checkbox"/> STAT 1150*- Principles of Statistics (3hrs) <input type="checkbox"/> ENGL 1101* or 1102*- Discourse & Composition (3hrs) <input type="checkbox"/> AHNR 1104- Physical Principles for HS Students (2hrs) <input type="checkbox"/> PTAT 1111- Intro to Physical Therapy (2hrs) <input type="checkbox"/> UNIV 1100- First-year Experience (1hr) <p><u>SEMESTER 2- Spring</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> BIOL 1131*-Anatomy and Physiology II (4hrs) <input type="checkbox"/> EXSC 3050- Biomechanics & Functional Kinesiology (4hrs) <input type="checkbox"/> PTAT 1230- PTA procedures 1 & 2 lab (3hrs) <input type="checkbox"/> PTAT 1231- PTA procedure 1 & 2 concepts (3hrs) <input type="checkbox"/> PTAT 1115- PT in dysfunction (2hrs) <p><u>SEMESTER 3- Summer</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PTAT 1113- Reg. studies movement & science lab (3hrs) <input type="checkbox"/> PTAT 1114- Reg. studies movement & science conc. (3hrs) <input type="checkbox"/> PTAT 1155- PTA seminar 1 (1hr) <input type="checkbox"/> PSYC 1130- Life Span Dev. for Health Sciences (3hrs) <input type="checkbox"/> EMTP 1010- First Aid & CPR (2hr) 	<p>FALL Intercession</p> <ul style="list-style-type: none"> <input type="checkbox"/> PTAT 2190- Clinical Practicum 1 (1hr) <p><u>SEMESTER 4- Fall</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PTAT 2230- Rehab Procedures Cardio-pulm/ MSK lab (3hrs) <input type="checkbox"/> PTAT 2231- Rehab Concepts Cardio-pulm/ MSK (3hrs) <input type="checkbox"/> PTAT 2240- Neurology & Rehabilitation procedure. lab (3hrs) <input type="checkbox"/> PTAT 2241- Neurology & Rehabilitation concepts (3hrs) <input type="checkbox"/> PTAT 2235- PT Trends & Administrative Procedures (1hr) <p><u>SEMESTER 5- Spring</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PTAT 2290- Clinical Practicum2 (3hrs) <input type="checkbox"/> PTAT 2390- Clinical Practicum 3 (3hrs) <input type="checkbox"/> PTAT 2490- Clinical Practicum 4 (3hrs) <input type="checkbox"/> PTAT 2255- PTA seminar 2 (1hr) <p style="margin-top: 20px;">* SSU General Education Program course(s)</p>

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.

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.

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.)*

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.)*

Appendix K

HIPAA Best Practice & Clinical Supervision Guidelines

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.

- *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 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 ¹	N/A	X ¹
Certified Rehabilitation Agency	N/A	X ¹	N/A	X ¹
Comprehensive Outpatient Rehabilitation Facility	N/A	X ¹	N/A	X ¹
Skilled Nursing Facility	4 ¹	X ¹	4 ²	X ¹
Hospital	4 ³	X ¹	4 ³	X ¹
Home Health Agency	NAR	X ¹	NAR	X ¹
Inpatient Rehabilitation Facility	4 ⁴	N/A	4 ⁴	N/A

Key

4 : Reimbursable

X: Not Reimbursable

N/A: Not Applicable

NAR: Not Addressed in Regulation. Please defer to state law.

4¹: 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.

Federal Register (Volume 64, Number 213)

4²: 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)

4³: 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.

4⁴: 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.

X¹: 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

Medicare Supervision Requirements for Physical Therapist Assistants	
Type of Setting	Supervision Ruling
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 general 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

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	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 direct 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 direct 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 general 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.

Appendix L

PTA Student Handbook Verification

**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 _____