



OZARK CAMPUS

PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT HANDBOOK 2024-2025

Welcome to the Physical Therapist Assistant Program at Arkansas Tech University-Ozark Campus. You have chosen to pursue a course of study leading to an exciting and rewarding career. Following licensure as a physical therapist assistant, you will be providing physical therapy services which will have an impact upon the lives of the people you are treating. Consequently, you will learn about the ethics and conduct expected of a physical therapy professional.

The PTA program curriculum is structured and includes a combination of classroom and laboratory learning, as well as, participation in learning experiences in a clinical environment. PTA program students will be exposed to a large amount of information pertinent to the physical therapy profession and may be required to spend a significant amount of personal time studying. All classes, labs, and clinical education rotations will be scheduled by the PTA program faculty and may include participation during nonconventional times/dates such as Saturdays and/or evening hours.

Each PTA program student will be required to demonstrate a degree of competency with skills prior to being allowed to progress in the curriculum. Skill competency will be developed through practice while in the lab and will also undergo further development through interaction with patients in an actual clinical setting.

This handbook was created in order to acquaint you with the policies and procedures specific to the PTA program. Students are expected to abide by the policies and procedures included in this handbook, as well as, those included in the Ozark Campus Catalog. The policies and procedures contained within this handbook are subject to change at the discretion of the PTA program and the university. Furthermore, PTA program students will receive adequate notification of changes made to the policies and procedures included in this handbook.

The PTA program faculty are committed to enabling you to be successful as a student and preparing you for licensure as a physical therapist assistant. Each student is valued and suggestions for program enhancement are welcomed. In addition, each student is encouraged to not only participate in program learning experiences, but also in campus organizations and committees.

Any questions regarding the policies and procedures included in this handbook may be directed to the PTA Program Director. Please review and sign the acknowledgement form in the back of the handbook.

Sincerely,

Amanda Overbey PT, DPT
Program Director

TABLE OF CONTENTS

PTA PROGRAM CONTACT INFORMATION	4
ACCREDITATION STATUS	5
NONDISCRIMINATION STATEMENT	5
DISABILITY SERVICES FOR STUDENTS	5
FINANCIAL AID	5
MISSION AND PHILOSOPHY	6
PROGRAM GOALS	7
PROGRAM OBJECTIVES	8
PROGRAM RESOURCES	9
PROGRAM TECHNICAL COURSEWORK	11
PROGRAM CURRICULAR SEQUENCE	12
COURSE SYLLABI	13
COUNSELING	13
ESSENTIAL FUNCTIONS OF THE PTA STUDENT	14
GENERIC ABILITIES	15
STUDENT CONDUCT STANDARDS	20
ACADEMIC HONESTY	23
PROGRESSIVE DISCIPLINE	23
SUBSTANCE ABUSE	26
CRIMINAL BACKGROUND INVESTIGATION	26
DRUG AND ALCOHOL TESTING	27
COURSE GRADING	27
ATTENDANCE	28
PROGRAM PROGRESSION AND RETENTION	30
WITHDRAWAL FROM THE PROGRAM	31
DISMISSAL FROM THE PROGRAM	31
RE-ADMISSION TO THE PROGRAM	32
GRADUATION REQUIREMENTS	32
LICENSURE	32
DUE PROCESS AND GRIEVANCES	33
PRIVACY AND CONFIDENTIALITY	34
COMMUNICATION	35
MEETINGS	35
STUDENT ORGANIZATION	36
STUDENT IDENTIFICATION	36
DRESS CODE DURING LECTURE AND LAB	36
DRESS CODE DURING CLINICAL EDUCATION	37
ACCE SELECTION OF CLINICAL SITES	38
CLINICAL SITE INFORMATION	38
CLINICAL SITE ASSIGNMENT	38
TRANSPORTATION, FOOD, AND HOUSING DURING CLINICAL EDUCATION	40
FIELD TRIPS	40
OFF-CAMPUS LABS	40
INCLEMENT WEATHER	41
SEXUAL HARRASSMENT	41
COMPETENCY AND SAFETY	41
LABORATORY GUIDELINES AND SAFETY	42

Student Handbook

ACCIDENTS AND INCIDENTS	43
EMERGENCY OPERATIONS PLAN	44
EQUIPMENT AND FACILITY SAFETY	44
MATERIAL SAFETY DATA SHEETS	45
STUDENT PARTICIPATION AND HEALTH STATUS	45
STUDENT IMMUNIZATIONS AND HEALTH STATUS	46
CPR REQUIREMENTS	46
CONSENT TO PARTICIPATION	46
CONSENT TO AUDIOVISUAL RECORDING	47
STUDENT INSURANCE	47
STANDARD PRECAUTIONS	47
STUDENT RESPONSIBILITIES	48
ACCE RESPONSIBILITIES	48
CCCE RESPONSIBILITIES	49
CLINICAL INSTRUCTOR RESPONSIBILITIES	50
CLINICAL FACULTY RIGHTS AND PRIVILEGES	50
SUPERVISION	50
EVALUATION OF THE CLINICAL EDUCATION EXPERIENCE	51
APPENDIX A	
Guide for Conduct of the Physical Therapist Assistant	
APPENDIX B	
Inventory of Skills Requiring Demonstration of Competency	

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ACCREDITATION STATUS

The Physical Therapist Assistant Program at Arkansas Tech University-Ozark Campus is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22035-3085; telephone: 703-706-3245; E-mail: accreditation@apta.org; Website: www.captionline.org). If needing to contact the program/institution directly, please call (479) 667-2117, or email aoverbey1@atu.edu.

NONDISCRIMINATION STATEMENT

The Physical Therapist Assistant Program at Arkansas Tech University- Ozark Campus does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, disability, genetic information or veteran status in any of its practices, policies, or procedures. This includes, but is not limited to, admission, employment, financial aid, or educational service. Arkansas Tech University at Ozark complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967 as amended, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act Amendments of 1974, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991.

DISABILITY SERVICES FOR STUDENTS

Arkansas Tech University-Ozark Campus is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Disabilities Coordinator serves as the coordinator for these federal programs. The Disabilities Coordinator is located in the Administration Building at Arkansas Tech University-Ozark Campus.

PTA program students with documented disabilities who desire academic accommodations must provide the Disabilities Coordinator with current documentation of their disability, including evidence of the need for the academic accommodation. The college will determine as to whether reasonable accommodations can be made for the student in order to effectively and safely participate in the PTA program.

FINANCIAL AID

Arkansas Tech University-Ozark Campus provides financial assistance to students in the form of scholarships, grants, loans, and part-time employment. Physical therapist assistant students interested in receiving financial aid will be referred to the Financial Aid Office.

MISSION AND PHILOSOPHY

UNIVERSITY MISSION

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

OZARK CAMPUS MISSION

Arkansas Tech University-Ozark Campus, in partnership with the community, will provide a quality educational environment which will enable all students to learn the skills and acquire the knowledge necessary for them to become contributing members in the workforce and in society.

PROGRAM MISSION

To provide quality education in entry-level knowledge and skills for physical therapist assistant students in preparation to deliver proficient patient care under the direction and supervision of a physical therapist in a professional manner, and to also cultivate an environment that promotes life-long learning for students, alumni, and faculty to enhance the betterment of our neighboring communities in Arkansas and beyond.

PROGRAM PHILOSOPHY

The Physical Therapist Assistant Program will strive to present each student with the educational opportunities necessary to become a contributor to the health care team. The program will provide a broad range of educational experiences that will enable graduates of the program to possess the knowledge and skills commensurate of an entry-level physical therapist assistant. The curriculum will enable students to progress from initial exposure of material in the classroom and laboratory settings to integration of the material in the clinical education environment. The program will instill into graduates a commitment to excellence in the delivery of health care and a commitment to life-long learning.

PROGRAM GOALS

ATU-Ozark PTA Program goals include:

1. The student will demonstrate the knowledge and necessary skills to practice as an entry-level PTA under the supervision and direction of a PT, while developing critical thinking skills and professionalism throughout the curriculum to better serve those in the River Valley and beyond.

Expected Outcomes:

- a. The student will demonstrate entry-level competence on all written exams and lab practicals/skills checks.
 - b. The student will demonstrate entry-level competence on all clinical skills by the end of the final clinical experience.
 - c. The student will learn to self-reflect on his or her strengths and weaknesses and develop a plan for continued success and self-improvement.
2. The graduate will demonstrate entry-level PTA skills and clinical competency under the supervision and direction of a PT in the River Valley area and beyond, and work while abiding by their state practice act and the APTA Standards of Ethical Conduct of the PTA.

Expected Outcomes:

- a. Graduates will successfully pass the NPTE-PTA.
 - b. Graduates will find employment in a variety of settings throughout the River Valley area and possible beyond.
3. Faculty will provide a positive learning environment to deliver curriculum that is focused on contemporary and evidence-based physical therapy practices while modeling professional activism and commitment to learning for students, graduates, and neighboring communities.

Expected Outcomes:

- a. Core faculty will be active members of the APTA.
 - b. Core faculty demonstrate contemporary physical therapy practices by either treating outside of program duties or continuing education in a physical therapy related field.
 - c. Core faculty will participate in professional development opportunities to strengthen curricular development for the program.
4. The program will demonstrate a commitment to its faculty and students in order to promote life-long learning, service to surrounding communities, and advocacy for health and wellness to both the private sector and the physical therapy profession.

Expected Outcomes:

- a. The program will demonstrate a commitment for service and advocacy for health and wellness to the neighboring community with continued outreach opportunities.
- b. The program will provide continuing education opportunities for students, graduates, and professionals of physical therapy.

PROGRAM OBJECTIVES

Upon completion of the program, the graduates of ATU-Ozark PTA Program should possess the following characteristics and skills in these areas:

1. Safety:
 - Demonstrate awareness of safety during all patient interactions, recognize changes in status and respond to emergencies appropriately, and maintain individual health and wellness for self
2. Clinical Behavior
 - Adhere to APTA Code of Ethics and legal practice standards, appropriately report abuse and fraud, complete, submit documentation in a timely and effective manner to support patient care, and actively participate in all areas of patient care
3. Accountability
 - Recognize professional and personal character strengths and weaknesses, advocate for needs to improve self-confidence and teamwork, appropriately regulate and adjust behavior and interactions with others, and participate in professional and community organizations to promote physical therapy
4. Cultural Competence
 - Demonstrate awareness of individual, cultural, and socioeconomic differences while delivering quality care that is patient centered
5. Communication
 - Effectively communicate (verbally, nonverbally, written) with all individuals of the healthcare team to provide competent continuity of care throughout the established plan of care
6. Self-Assessment and Lifelong Learning
 - Cultivate and foster a growth mindset dedicated to application of evidence-based practice and understanding the importance of staying current with ongoing advancements that affect patient care and the future of physical therapy
7. Clinical Problem Solving
 - Interpret and gather information from patient records and interviews to prepare appropriate interventions in the plan of care, and recognize when interventions need to be modified or discontinued based on patient status.
8. Intervention Techniques

- Provide therapeutic interventions (including therapeutic exercises, therapeutic techniques, physical agents and mechanical modalities, functional training and application of devices and equipment) per the established plan of care in a competent, safe, and effective manner to promote patient improvement under the supervision of a physical therapist and recognize safety barriers and aggravating factors that may affect patient outcomes

PROGRAM RESOURCES

Classroom and laboratory learning experiences will be conducted at Arkansas Tech University-Ozark Campus. Off-Campus laboratory experiences will be conducted as needed at the appropriate facilities.

LABORATORY

The laboratory for the PTA program is located in the Health Sciences & Wellness building. Hours in which the lab is open will be posted beside the door of the lab.

CLASSROOM

Classrooms used for lectures will be assigned each semester. Occasionally, the PTA lab may be utilized for lecture.

STUDY AREAS

Students may utilize the following areas for study: the library on the Ozark Campus, the PTA program lab (when not in use), the student center, and any other classrooms which are not in use.

COMPUTER ACCESS

Students and academic faculty have access to computers located in the Ozark Campus library, computer labs within the Collegiate Center, and the lobby of the Allied Health Building. Laptops may be checked out from the library as well.

LIBRARY

Students and academic faculty for the PTA program have access to the library located in the Technology and Academic Support Building and the Ross Pendergraft Library located on the campus of Arkansas Tech University in Russellville, Arkansas.

AUDIOVISUAL RESOURCES

The audiovisual materials owned by the program/college are available for viewing on the campus. The materials may not be removed from the campus without authorization from the faculty.

TELEPHONES

Telephones located in the PTA program offices and the Allied Health Building office are not to be used for personal calls by students without authorization by university faculty and/or staff. Cellular phones and/or electronic communication devices should not be used during class time, except in the case of an emergency. If the student is expecting an emergency phone call or message on their cellular phone or electronic communication device, then the student should place their device in silent mode and notify the instructor prior to the start of class.

COPIERS

Student Handbook

The copier located in the Allied Health Building is for faculty and staff use only. Students may use, at their own cost, a copier located in the Ozark Campus library.

OFFICES

Each core faculty member has an office with office hours posted beside their respective door. In addition, office hours for each academic faculty member are included in their respective course syllabi.

PROGRAM TECHNICAL COURSEWORK

The PTA program technical coursework is composed of the following:

PREFIX	NUMBER	TITLE	CREDIT HRS
PTA	1122	Clinical Kinesiology	2
PTA	1121	Clinical Kinesiology Lab	1
PTA	1132	Pathological Conditions	2
PTA	1243	Principles of Physical Therapy	3
PTA	1241	Principles of Physical Therapy Lab	1
PTA	1251	Data Collection in Physical Therapy Lab	1
PTA	2123	Therapeutic Procedures	3
PTA	2122	Therapeutic Procedures Lab	2
PTA	2143	Therapeutic Exercise and Cardiopulmonary Rehabilitation	3
PTA	2142	Therapeutic Exercise and Cardiopulmonary Rehabilitation Lab	2
PTA	2151	Administrative Procedures	1
PTA	2163	Clinical Experience I (3 weeks)	3
PTA	2212	Musculoskeletal Rehabilitation	2
PTA	2211	Musculoskeletal Rehabilitation Lab	1
PTA	2223	Neurological Lifespan Concepts	3
PTA	2221	Neurological Lifespan Concepts Lab	1
PTA	2234	Clinical Experience II (5 weeks)	4
PTA	2235	Clinical Experience III (6 weeks)	5
		TOTAL PROGRAM HOURS	40
		TOTAL DEGREE HOURS	68

PROGRAM CURRICULAR SEQUENCE

The curricular sequence for the PTA program is as follows:

Suggested sequence of general education pre-requisites

Semester 1

- Human Anatomical Structure I
- Medical Terminology
- Introduction to computers, or Introduction to Computer Based Systems, or Microcomputer Applications
- Composition I
- College Algebra or College Math

Semester 2

- Introduction to Physical Science
- Introduction to Physical Science Lab or Introduction to Biological Science with lab
- General Psychology
- Composition II
- Human Anatomical Structure II

Sequence of PTA technical coursework

Semester 3

- Principles of Physical Therapy
- Principles of Physical Therapy Lab
- Clinical Kinesiology
- Clinical Kinesiology Lab
- Data Collection in Physical Therapy Lab
- Therapeutic Exercise and Cardiopulmonary Rehabilitation
- Therapeutic Exercise and Cardiopulmonary Rehabilitation Lab
- Administrative Procedures
- Clinical Experience I

Semester 4

- Therapeutic Procedures
- Therapeutic Procedures Lab
- Neurological Lifespan Concepts
- Neurological Lifespan Concepts Lab
- Pathological Conditions
- Musculoskeletal Rehabilitation
- Musculoskeletal Rehabilitation Lab

Semester 5

- Clinical Experience II
- Clinical Experience III

COURSE SYLLABUS

Each technical course in the PTA program curriculum will have a corresponding course syllabus. The syllabi will be reviewed by course instructor(s) and the PTA Program Director on a regular basis in conjunction with program and course assessment to ensure that the content of each course falls within the scope of the PTA program's mission and philosophy. In addition, the university has requirements for syllabus content and a copy of each course syllabi for all university programs is provided to the Chief Academic Officer for review.

Each course syllabus includes the following information:

- Course title and number
- Semester offered
- Course description
- Name of the course instructor(s)
- Course credit and clock hours
- Course prerequisites
- Course objectives
- Required and recommended readings and text(s)
- Course outline and schedule of course content
- Description of instructional methods to be utilized
- Description of student evaluation and grading methods to be utilized
- Policies regarding attendance and honesty
- Justification/rationale for the course

Technical course syllabi will be distributed to each PTA student and a copy of each syllabus will also be maintained in the PTA Program Director's office and the Office of Academic Affairs.

COUNSELING

The Office of Student Services provides academic and career counseling services to students. Students in need of personal counseling are referred to Western Arkansas Counseling and Guidance Center. Students will be monitored by the program faculty regularly in order to assess progress in the program and identify any students who may be at risk of not progressing. Students who are identified as being at risk will be counseled by a member of the core faculty and a possible early plan of action may be created in order to assist the student with improvement and program retention.

Students enrolled in the PTA program will be assigned a faculty advisor while in the PTA program. Conferences between student and faculty advisor will be conducted at least once during each semester or more frequently as needed. Students may also meet with a particular course instructor as needed by contacting that instructor to arrange a meeting.

ESSENTIAL FUNCTIONS OF THE PTA STUDENT

Successful participation in the Physical Therapist Assistant Program includes the ability to perform essential functions, which are necessary for delivery of physical therapy services in a safe, ethical, legal manner. The essential functions are expected to be demonstrated, with or without reasonable accommodation, by students participating in the PTA program. Prior to admission to the program, the student is responsible for providing written documentation of any disabilities, along with evidence for the need for accommodation, to the Disability Coordinator. The university will then decide if reasonable accommodations can be made for that particular student.

The essential functions expected of the PTA student are included below:

Essential Function	Capabilities Expected
Motor Skills	<p>The student should possess sufficient motor capabilities in order to provide safe and effective physical therapy procedures. Capabilities required include, but are not limited to:</p> <ul style="list-style-type: none"> • Ability to assist and protect patients who are walking, exercising, or performing other activities • Ability to adjust, move, position, and lift patients and equipment • Ability to perform pushing, pulling, bending, twisting, reaching, standing, kneeling, sitting, walking, and crawling • Ability to provide cardiopulmonary resuscitation (CPR) • Ability to manipulate equipment including adjustment of dials, gauges, small nuts/bolts, and various equipment settings • Sufficient endurance to move about a clinical setting steadily throughout an 8-hour work day
Sensory Skills	<p>The student should possess sufficient sensory abilities in order to competently assess and monitor patients. Capabilities required include, but are not limited to:</p> <ul style="list-style-type: none"> • Sufficient visual ability to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on equipment, to discriminate color changes, recognize a patient's physiological status, and assess the patient's environment • Sufficient auditory ability to recognize and respond to verbal communication, auditory timers, equipment alarms, and effectively use devices for measurement of blood pressure • Sufficient tactile ability to palpate pulses; detect and assess changes or abnormalities in skin texture, skin temperature, muscle tone, and joint movement

<p>Communication</p>	<p>The student should possess sufficient ability to communicate effectively and competently in the English language with others using appropriate verbal and written methods. Capabilities required include, but are not limited to:</p> <ul style="list-style-type: none"> • Ability to read at a level of competency that allows one to safely perform the essential functions of an assignment • Ability to write in a legible manner • Ability to present information about physical therapy procedures and services to patients, family members, and other health care professionals • Ability to recognize, interpret, and respond to nonverbal behavior of self and others • Ability to interpret and communicate information regarding the status, safety, and rehabilitation of patients
<p>Behavior</p>	<p>The student should possess sufficient ability to exercise good judgment, develop therapeutic relationships with patients and others, work in stressful situations, and tolerate close physical contact with patients and co-workers. Capabilities required include, but are not limited to:</p> <ul style="list-style-type: none"> • Ability to work with multiple patients and colleagues at the same time • Ability to work with others under stressful conditions • Ability to work with individuals of varying socioeconomic, ethnic, and cultural backgrounds • Ability to act in the best interests of patients
<p>Critical Thinking</p>	<p>The student should possess sufficient ability to comprehend and process information in a timely manner. Capabilities required include, but are not limited to:</p> <ul style="list-style-type: none"> • Ability to collect and interpret data related to patients and physical therapy services • Ability to prioritize multiple tasks, process information, and make decisions • Ability to apply knowledge from education to the provision of physical therapy services • Ability to observe, measure, and interpret normal and abnormal patient responses to physical therapy interventions, and appropriately modify treatment interventions • Ability to act safely and ethically in the physical therapy lab and clinic

GENERIC ABILITIES

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. Throughout the PTA curriculum, students will self-assess their abilities in these areas using the following as a guideline for self-reflection. Faculty members and Clinical Instructors will also use the following to provide students with feedback and to help students to achieve personal and professional growth. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-1992. The ten abilities and definitions developed are:

Generic Ability	Definition
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.
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.
Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

GENERIC ABILITIES CRITERIA

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 or case studies; welcomes and/or seeks new learning opportunities.	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; read articles critically and understands the 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 to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinions; accommodates differences in learning styles.

<p>Communication Skills</p>	<p>Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact.</p>	<p>Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview.</p>	<p>Modifies communication (oral and written) to meet needs of different audiences: presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.</p>
<p>Effective Use of Time and Resources</p>	<p>Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations and uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.</p>	<p>Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.</p>	<p>Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic, and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.</p>
<p>Use of Constructive Feedback</p>	<p>Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.</p>	<p>Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback.</p>	<p>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.</p>

Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions.
Professionalism	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, and continuous regard for all.	Identifies appropriate 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.	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority.
Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits.	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.	Directs patients to other health care professionals when needed; encourages patient accountability.
Critical Thinking	Raises relevant questions; considers all available information; states the result of scientific literature; recognizes “holes” in knowledge base; articulates ideas.	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; forms alternative hypotheses; critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.
Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance when appropriate; maintains professional demeanor in all situations.	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.	Prioritizes multiple commitments, responds calmly to urgent situations; tolerates inconsistencies in health care environment.

STUDENT CONDUCT STANDARDS

Students enrolled in the PTA program will be expected to demonstrate professional conduct during all learning experiences either on or off campus. Students are also expected to abide by the general conduct standards established by the university. A description of violations to the student conduct policy and policies regarding adjudication of student misconduct are included in the Arkansas Tech University-Ozark Campus Catalog.

Students enrolled in the PTA program will also be expected to abide by guidelines for ethical conduct as set forth in the APTA's Code of Ethics as set forth by The American Physical Therapy Association. Information regarding the APTA's Code of Ethics can be found in the APTA's *Guide for Conduct of the Physical Therapist Assistant* and is included in (appendix A)

All students will be evaluated on professional behavior throughout the PTA program. Students will be counseled on their failure to comply with expected behaviors and professional skills. If students demonstrate unacceptable behavior or professional skills, then an assessment of the student's Generic Abilities may be used for remediation to identify weaknesses and document progress towards meeting expected student behavior levels. Repeated failure to comply with professional behaviors may lead to dismissal from the PTA program.

Students will be assessed according to the following expectations:

- Respectful and considerate behavior toward peers/faculty
- Arrival to class/lab/clinical site on time and prepared
- Acceptance and deliverance of criticism in a constructive manner
- Demonstration of professional body language
- Reporting of planned tardiness and absence according to PTA program handbook guidelines
- Adherence to PTA program dress code in lecture, laboratory and in clinical situations
- Notification of instructor of commission/omission errors
- Avoidance of fraudulent or negligent acts
- Maintenance of personal hygiene
- Management of personal affairs in a manner that does not interfere with professional responsibilities
- Demonstration of proper safety techniques in classroom, laboratory, and clinical settings.
- Active participation in group discussion and projects

STUDENT CONDUCT VIOLATIONS

A student is subject to disciplinary action, suspension, or expulsion, if any of the following conduct violations are committed:

- **ALCOHOLIC BEVERAGES** - Possession, consumption, or furnishing of alcoholic beverages on any Arkansas Tech University - Ozark Campus owned property or during any sponsored or on off campus activity or during class hours is strictly prohibited. Offenders are subject to probation or suspension and prosecution according to state law.

- **ANIMALS** - No student will be allowed to bring animals onto campus property. The exception being animals used for the purpose of assisting individuals with disabilities.
- **CHEATING** - Cheating or plagiarism, including unauthorized possession of examinations or use of term papers prepared by others, may result in dismissal.
- **COMPUTER MISUSE or USING A COMPUTER FOR NON-EDUCATIONAL PURPOSES** - Misuse of Arkansas Tech University - Ozark Campus computers to alter or erase any item using a computer for non-educational purposes is strictly prohibited. The copying of programs without a license is illegal and subjects the offender to dismissal and possible prosecution according to state law.
- **DAMAGE** - Damaging school property or property belonging to any member of the school community may result in probation, suspension or prosecution.
- **DISORDERLY CONDUCT** - Disorderly conduct is subject to probation, suspension or prosecution.
- **DISREGARD FOR POLICIES** - Disregard for Arkansas Tech University – Ozark Campus policies, including failure to respond or comply with official and proper regulations, order, or request of a daily designated authority or committee, including all publications and official notifications pertaining to student life and activities may result in probation, suspension or expulsion.
- **DISTRIBUTION OF UNAUTHORIZED MATERIALS** - Distribution of unauthorized literature, handbills, posters, or other printed matter is strictly prohibited.
- **DRUGS** - Use, possession, or distribution of narcotics, stimulants, depressants, or substances for the production of illegal drugs, other dangerous drugs, or drug paraphernalia, except as expressly permitted by the state or federal laws is subject to disciplinary action and/or prosecution.
- **FALSE INFORMATION** - Willfully and knowingly furnishing false information to the school may result in disciplinary action or prosecution.
- **FAILURE TO COMPLY** - Failure to comply with a request by an authorized school official, including failure to properly display vehicle parking permits/stickers, and disrespectful action toward any member of the Arkansas Tech University – Ozark Campus faculty or staff, may result in probation, suspension or prosecution.
- **FIREARMS, EXPLOSIVES, INCENDIARIES** - Use, possession, or distribution of firearms, explosives, (including fireworks), incendiaries, or any other weapon in or on any Arkansas Tech University - Ozark Campus controlled property is strictly prohibited.
- **FORGERY** - Forgery, alteration, misuse, or improper possession of Arkansas Tech University - Ozark Campus related documents or records may result in probation, suspension or prosecution.
- **GAMBLING** - Gambling in any form, including raffles, on the campus is specifically prohibited. Offenders are subject to probation or suspension.

- **INDECENT CONDUCT** - Lewd, indecent, or obscene conduct, public profanity, or public nudity, including the wearing of clothing or displaying signs containing obscenities is strictly prohibited.
- **INSTITUTIONAL RECORDS** - Unauthorized use or misuse of Arkansas Tech University - Ozark Campus records and/or computers will subject the offender to dismissal from Arkansas Tech University - Ozark Campus.
- **MALICIOUS DESTRUCTION** - Malicious destruction, damage, defacing, or misuse of Arkansas Tech University - Ozark Campus property, including library materials, or of private property on the campus may result in disciplinary action or prosecution.
- **MOTOR VEHICLES** - Operation on the campus of a vehicle in violation of bans imposed under the traffic regulations is prohibited.
- **OBSTRUCTION OF ACTIVITIES** - Obstruction, disruption, or hindrance of teaching, administration, disciplinary proceeding, or the Arkansas Tech University - Ozark Campus activities may result in probation, suspension or prosecution.
- **PHONES** - Incoming calls for students will only be accepted in case of medical emergencies. Staff members are expected to enforce this policy.
- **PHYSICAL OR VERBAL ABUSE** - Physical or verbal abuse of any person or disregard for the physical well-being, property, or rights of any person or any conduct which threatens or endangers the health, safety, or well-being of any such person on Arkansas Tech University - Ozark Campus property of facilities or property utilized by Arkansas Tech University - Ozark Campus, may result in probation, suspension or prosecution.
- **PUBLIC EXPRESSION** - No behavior or actions which hinder the educational programs will be permitted. To further this end, speakers and programs are sponsored by groups and departments of the institution and scheduled so as to use time and facilities efficiently and appropriately. Impromptu speaking and activities, whether by chartered, recognized groups or visitors must not be disruptive or threaten the safety of a person's property or campus.
- **THEFT** - Theft or illegal possession of any property of Arkansas Tech University - Ozark Campus community, or any visitor may result in the notifying of local law enforcement agencies. Theft of service will be subject to fines, probation, and/or dismissal.
- **THREAT** - Any act or threat, including profane or abusive language, perpetrated for the purpose of harassing or submitting any member of Arkansas Tech University - Ozark Campus to pain, discomfort or indignity, whether on or off school property may result in the notification of local law enforcement agencies.
- **UNAUTHORIZED ENTRY** - Unauthorized possession of building keys or unauthorized entry into a school facility, building, classroom, office, room or vehicle. Will subject the offender to suspension and local law enforcement agencies may be notified.
- **UNDER THE INFLUENCE** - Any student found to be under the influence of alcohol or drugs while on school property will be subject to disciplinary action.

- **VIOLATIONS OF CONDITIONS** - Violations of the conditions prescribed in any Arkansas Tech University - Ozark Campus disciplinary or probationary ruling may result in disciplinary action.

ACADEMIC HONESTY

Academic honesty is expected of all students in the Physical Therapist Assistant Program when participating in classroom, laboratory, independent, and clinical learning experiences. Academic dishonesty is a violation of student conduct policies as listed in the Ozark Campus Catalog. Examples of academic dishonesty within the program include:

1. Using unauthorized materials and/or devices in the taking of any tests or examinations
2. Using unauthorized materials and/or devices in the preparation of any assignments
3. Accepting or providing unauthorized assistance in the taking of any tests or examinations
4. Accepting or providing unauthorized assistance in the preparation of any assignments
5. Plagiarism
6. Unauthorized discussion of tests or examinations before all students have been tested
7. Unauthorized generation of data or information in the preparation of any assignments

Any student violating the academic honesty policy may be subject to disciplinary action including, but not limited to:

1. A failing grade for the assignment or test
2. A failing grade for the course
3. Dismissal from the program

In the event that a student is suspected of violating this policy, the student will be counseled by the PTA Program Director and/or faculty member suspecting the dishonesty.

A student has a right to appeal any disciplinary action for violations to the academic honesty policy by following the due process steps outlined in the Ozark Campus Catalog.

PROGRESSIVE DISCIPLINE

Progressive Discipline refers to the concept of disciplining students who are not meeting course objectives or violate rules of the program and/or clinical education sites. Verbal or written reprimands will be given for initial and/or minor infractions of rules; if infractions are repeated, progressively harsher discipline may be imposed. Some critical situations may require immediate disciplinary measures including suspension or immediate dismissal from the program. The Office of Student Services will be notified in a timely manner of offenses committed by students.

CLASSIFICATIONS OF PROGRESSIVE DISCIPLINE:

1. Critical Offenses
2. Major Offenses
3. Minor Offenses

CRITICAL OFFENSES

Critical Offenses are violations of program or clinical facility's rules and regulations or misconduct which may justify immediate termination. Even if discharge is indicated, the student may be suspended immediately while the incident is being investigated by the Program Director or Clinical Instructor and the Chief Student Officer.

EXAMPLES OF CRITICAL OFFENSES:

- Falsifying any information on a client record
- Violating the Arkansas Tech University- Ozark Campus PTA program substance abuse policy
- Violating a client's privacy rights, breach of confidentiality
- Engaging in behavior that is disrespectful of the client's social or economic status, personal beliefs, or health problems
- Taking part in any activity that jeopardizes the health, safety, and welfare of the client, staff, other student, or self
- Engaging in conduct with a client that is sexual in nature, or may reasonably be interpreted as sexual in nature
- Any behavior that is seductive or sexually demeaning
- Engaging in sexual activities with a client
- Violating the boundaries between the health care professional and the client

MAJOR OFFENSES

Major Offenses are lesser violations than critical offenses, but may require immediate disciplinary suspension from class or clinicals for a 1st offense.

EXAMPLES OF MAJOR OFFENSES:

- Falsifying any Arkansas Tech University- Ozark Campus record
- Cheating of any kind, in the classroom or clinical settings
- Leaving the clinical facility during clinical time without notifying the clinical instructor
- Failure to demonstrate adequate preparation for clinical experience
- Making decisions that could endanger a client
- Endangering a client through failure to make a decision
- Inappropriate administration of medication
- Failure to report clinical error to clinical instructor
- Attempting to perform skills or assignments in the clinical area without adequate preparation, assistance, or supervision

MINOR OFFENSES

Minor Offenses are lesser violations of the class or clinics' rules and regulations which may require disciplinary action in the form of a verbal or written reprimand. Verbal reprimands may be documented in the student's counseling form. Dress code violations and/or lack of appropriate student identification may warrant 1-day suspension from class or clinical experience.

EXAMPLES OF MINOR OFFENSES:

- Chewing gum in the clinical area
- Exhibiting poor hygiene
- Poor quality of patient care

- Failure to follow established procedures
- Failure to follow infection control policies or procedures
- Violating the PTA program dress code
- Lack of sufficient and appropriate student identification
- Using profanity and/or verbal abuse in the classroom or clinical area
- Argumentative with clinical staff or PTA program faculty
- Accepting or making personal calls while in the clinical facility
- Seeking medical advice when in the clinical area
- Excessive breaks
- Excessive tardiness
- Failure to follow orders
- Horseplay (boisterous non-work-related activities)
- Smoking, drinking, eating in non-designated areas
- Failure to notify clinical instructor (or clinical site) of absence on or before date of absence
- Poor attitude or inability to work with others
- Leaving assigned areas without authorization

FORMS OF DISCIPLINE

1. Warning

The course instructor may issue a verbal or written warning to a student regarding criteria for successful completion of the course and recommendations for improvement. Recommendations may include utilization of peer study groups, tutors, computer-assisted instruction, and seeking counseling assistance from the Office of Student Services.

2. Probation

Probation is a trial period in which the student must demonstrate improvement or risk withdrawal or dismissal from the PTA program. The student will meet with a PTA program faculty member and complete a Probation Contract form.

3. Withdrawal or Dismissal

Failure to meet the requirements included in the Probation Contract form may result in withdrawal or dismissal from the PTA program. A student who is on probation for unsafe or unprofessional conduct may be dismissed from the program for subsequent safety or professional conduct violations at any time during the program.

Due to the severity of some offenses, some situations do not allow for a progressive discipline process. Therefore, some situations require that the student be immediately withdrawn or dismissed from the program.

SUBSTANCE ABUSE

Arkansas Tech University is committed to the maintenance of a drug-and-alcohol free work place and to a standard of conduct for employees and students that discourages the unlawful possession, use, or distribution of controlled substances and alcohol on its property or as a part of any of its activities. Therefore, the unauthorized or unlawful possession, use, manufacture, or distribution of controlled substances or alcohol by students or employees on property of the University or as a part of any of the University's activities is expressly prohibited. Students violating the University policy on alcohol or other drugs are subject to sanctions up to and including expulsion from the University and referral for prosecution. The University may notify parents or guardians of students under age 21 who are found to be in violation of the drug or alcohol policies as set forth in the Student Handbook.

The PTA program recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the physical therapy profession. The department is committed to protecting the safety, health, and welfare of its faculty, staff, students, and people who come into contact with its faculty, staff, and students during scheduled learning experiences. The PTA program strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any student who demonstrates behaviors or actions that cause concern of possible drug or alcohol use will be asked to leave the classroom and/or clinical site. The student will be referred to the office of the Chief Student Officer.

In order to protect the staff, faculty, clinical agency, and clients, an Unsafe Student Behavior form will be completed in the event a student displays behaviors that could cause harm to self or others. This form will be completed and sent to the Chief Student Officer. Substantiation of this unsafe behavior may result in dismissal from the PTA program and Arkansas Tech University-Ozark Campus.

CRIMINAL BACKGROUND INVESTIGATION

Clinical education sites may require a criminal background investigation be performed on a student prior to that student performing a clinical affiliation with their respective facilities. The student who wishes to attend a clinical affiliation with a facility requiring a background investigation is responsible for the associated costs obtaining the background information and delivery of the background information results to the clinical facility in a timely manner. Students whose background check includes an event that prohibits them from attending a specific clinical rotation will be assigned to an alternate clinical facility. The alternative placement is dependent upon availability of clinical sites and supervision. If an alternative clinical site is not available, resulting in an inability to complete the assigned clinical experience, the student is unable to progress in the program and may be dismissed from the program. The student may reapply to the program according to the program's re-admittance policies. Re-admittance is not guaranteed.

DRUG AND ALCOHOL TESTING

Some of the clinical education sites may require a drug and alcohol testing be performed on a student prior to and/or during a clinical affiliation with those particular facilities. The student who wishes to attend a clinical affiliation with a facility requiring a drug and/or alcohol test is responsible for the costs associated with any drug or alcohol testing, obtaining the test(s) and delivery of the results to the clinical facility in a timely manner. Students whose drug and/or alcohol testing results prohibit them from attending a specific clinical rotation will be assigned to an alternate clinical facility.

In the event a student demonstrates undesirable drug and/or alcohol testing results while participating in a clinical affiliation, then the ACCE will be informed by the clinical faculty and the student may be withdrawn from the clinical facility at the facility's request. If the student demonstrates unsafe behaviors as defined by the PTA program's Substance Abuse policy, then appropriate procedures will be enacted according to the Substance Abuse policy. If the student does not demonstrate unsafe behaviors as defined by the PTA program's Substance Abuse policy, then attempts will be made to reassign that student to an alternative clinical facility.

Alternative clinical placement is dependent upon availability of clinical sites and supervision. If an alternative clinical site is not available, resulting in an inability to complete the assigned clinical experience, the student is unable to progress in the program and may risk dismissal from the program. The student may reapply to the program according to the program's re-admittance policies. Re-admittance is not guaranteed.

COURSE GRADING

GRADING SCALE

Letter Grade	Percentage	Numerical Grade
A	90-100%	4.0
B	80-89%	3.0
C	75-79%	2.0
D	68-74%	0
F	0-67%	0

GRADING AND PROGRAM PROGRESSION

A minimum grade of "C" or 75% is needed to pass each course in the PTA program. Students not achieving a minimum of 75% for a course will receive a failing grade of "F". Students failing a course will not be able to progress any further in the PTA program and therefore may risk dismissal from the program. Students must have a minimum grade point average of 2.0 or "C" for all completed PTA program technical coursework in order to graduate from the program. The

course syllabus will include the methods of student assessment and methods of grading for each individual course.

LAB PRACTICALS AND SKILL COMPETENCY TESTS

Lab practicals and skill competency tests (skill checks) will be utilized to assess student skill performance during didactic learning. Criteria for passing skill checks will be provided to the student prior to the performance of the skill check. In order to pass a lab practical, students must achieve a minimum score of 75% and meet all safety-related items included on a particular test.

Skill competency tests differ from lab practicals in that skill competency tests assess a specific skill or skill sets on a simulated patient, whereas lab practicals require students to integrate course material safely and effectively to perform a simulated patient treatment according to a physical therapist's treatment plan. All skill competency tests for a particular course must be passed before a student will be permitted to take the lab practical exam occurring in that same course.

See individual course syllabi for additional information regarding course grading policies.

CLINICAL PERFORMANCE

Clinical performance will be assessed through the use of a clinical performance instrument which will be completed by the clinical instructor and graded by the ACCE. See clinical course syllabi for grading policies of the clinical performance instrument during each clinical education course.

ATTENDANCE

Attendance in classroom, laboratory, and any organized off-campus learning experiences, including clinical experiences and field trips, is mandatory. Regular and prompt attendance is reflective of a student's dedication to the learning process and reflective of a student's level of professional conduct. Lack of student attendance and frequent tardiness will be interpreted as a lack of student participation in the program. Lack of student participation in the program may be judged as a lack of interest in the educational process to become a Physical Therapist Assistant and may be grounds for dismissal from the Physical Therapist Assistant Program. The Ozark Campus Catalog also indicates that regular attendance is expected of all students enrolled at Arkansas Tech University- Ozark Campus. A record of each student's attendance in regular scheduled learning experience, on-campus and off-campus, will be maintained by the PTA program.

Children are not allowed to attend any scheduled learning experiences either on-campus or off-campus, except in the case of children used as subjects during learning experiences.

CLASSROOM/LAB ATTENDANCE

Regular class attendance is expected of all students and will be recorded. The course instructor must be made aware of the absence prior to the start of class. Notification of a student's absence by a classmate, spouse, friend, or other individual is unacceptable, except in emergency situations. Student services will be notified of all absences. Three absences may result in a deduction of 10% points from the student's course grade. Upon your 4th absence, you may be referred to student services for withdrawal procedures.

Students are responsible for meeting with the course instructor to make arrangements for making up missed exams and assignments. Absences occurring on quiz dates will result in a 0% for that quiz and the quiz cannot be made up. Missed in-class assignments may be made up at discretion of the course instructor. Students will be permitted to make up only one exam per course due to absence or failed grade.

FIELD TRIPS

Students will be advised that attendance will be recorded at the beginning of each scheduled field trip. In the event a student is unable to attend any field trip in the PTA Program, it is the student's responsibility to notify the PTA program as soon as possible and prior to the field trip whenever possible. If a student is unable to attend the field trip, then the student will notify the PTA program by either calling the class/lab instructor or contacting the instructor via e-mail. Notification of a student's absence by a classmate, spouse, friend, or other individual is unacceptable, except in emergency situations. The student missing the field trip is also responsible for providing appropriate documentation of the reason for the absence. Missed field trips will not be made up. If a student misses the field trip, then that student will not be eligible to participate in any assignments based upon information learned from that field trip.

CLINICAL EDUCATION EXPERIENCES

Students are required to demonstrate a minimum of eight (8) hours of attendance per day of clinical education, unless otherwise arranged. Students will be informed of the scheduled start time for each day of clinical affiliation by their respective clinical instructor or CCCE. In the event that a student must be absent from a clinical site, then that student has the responsibility of notifying the clinical instructor and ACCE before the absence occurs. Notification of a student's absence by a classmate, spouse, friend, or other individual is unacceptable, except in emergency situations. All missed clinical time must be made up, at the discretion of the clinical instructor and the ACCE.

The clinical experience will be discontinued if the student's amount of absent time interferes with the objectives of the clinical experience and the ability of the clinical instructor to effectively assess the student's performance. Excessive absences for any PTA courses may result in withdrawal or dismissal from the PTA program. Discontinuance of a clinical experience will be at the discretion of a facility's CCCE and the ACCE. A clinical experience that has been discontinued due to attendance problems will result in a failed grade for that experience and must be repeated.

The student will follow the schedule of the clinical experience as directed by the clinical instructor.

Tardiness

Prompt attendance is expected of all students. Students are responsible for informing the course instructor of planned tardiness prior to the start time of class. 3 episodes of tardiness will be counted as 1 absence. Tests can be taken upon arrival, but the completion time for exams will be the same for everyone else in the class. Students are responsible for obtaining information missed due to tardiness.

Early Departure

Students are responsible for informing the course instructor of planned early departure from class prior to the start time of class. 3 episodes of leaving class prior to class dismissal may be counted as 1 absence.

PROGRAM PROGRESSION AND RETENTION

The curriculum of the PTA program is designed so that technical coursework can be completed within 3 terms (fall, spring, summer). The courses within the curriculum have been arranged in a logical and sequential fashion in order to permit a student to build upon information and skills acquired with each successive term of coursework. Each student must demonstrate competency for each PTA program course before being allowed to progress to the next term or semester of courses in the curricular sequence. The student must demonstrate competency for learned skills in a laboratory setting before being allowed to perform those skills on a patient in a clinical setting. Consequently, a student must demonstrate competency in the laboratory coursework before being allowed to progress to the next clinical education course in the curricular sequence. The expectation of competency applies to didactic learning as well as clinical education experiences and is necessary in order to insure the safety of students and others. Students who have met PTA program requirements and have demonstrated required competency will be permitted to progress through the program and be eligible for graduation with a PTA degree.

PTA courses may be repeated only once and must be attempted during the next semester of offering, which in some cases may require the student to be withdrawn and wait until the following year. Failure to achieve a passing grade for a repeated PTA program course may lead to dismissal from the program.

MINIMUM GRADE REQUIREMENTS

In order to progress through the curriculum, each student must achieve a minimum grade of “C” or 75% in each course, including didactic and clinical education. The student who is unable to maintain a “C” average or 75% for any PTA didactic course is not able to attend the next occurring clinical education course in the curricular sequence (see Policy 2.4). A student who is unable to maintain a “C” average or 75% for each clinical education course is not able to progress to the next semester of coursework in the curricular sequence (see Policy 2.4). Furthermore, completion of program requirements with a “C” average for each PTA course is required for graduation.

REMIEDIATION

Students who have failed or are in danger of failing a PTA course may be counseled by the PTA faculty and a plan of remediation may be recommended at the discretion of the course instructor and the PTA Program Director. Remediation may come in the form of the following:

- the completion of additional assignments or course make-up work
- the extension of a clinical education assignment or additional assignment to another clinical education site in order to complete course requirements

PROBATION

Students who have demonstrated unprofessional conduct or failed to achieve the PTA program’s minimum academic standards during classroom, lab, and clinical coursework may be placed on probation according to the policies of the Office of Student Services. Students on probation status will not be allowed to graduate from the PTA program until the conditions of their probation have been met.

INCOMPLETE GRADE

If a student is not able to complete PTA program coursework or a clinical education course due to extenuating circumstances, such as the death of a family member, extended illness, or maternity reasons, an incomplete grade “I” may be issued. The issuance of an incomplete grade is the equivalent of being placed on probation. Students would be issued an incomplete grade

only if the student had demonstrated a passing grade or satisfactory progress at midterm for any PTA courses, including clinical education courses, and has completed at least 75% of course requirements with a passing grade. The student with an “I” grade would remain at the current level until all requirements for the particular clinical experience course are met. If a student receives a grade of “I”, then that student cannot take any further PTA coursework that occurs next in the curricular sequence until the grade of “I” is removed. In order to remove the grade of “I”, the student is responsible for meeting with the Program Director (if involving didactic coursework) and/or ACCE (if involving a clinical education course) and formulating a plan for improvement. The improvement plan will be included on the Incomplete Grade Contract and signed by the student, faculty involved, Program Director and/or ACCE. The Incomplete Grade Contract will include the justification for the grade of “I”, course(s) of action to remove the grade of “I”, and time frame for achievement of course(s) of action. Possible courses of action in an Incomplete Grade Contract include, but are not limited to:

- Recommendation to complete additional assignments or course make-up work
- Recommendation to repeat a clinical affiliation as necessary. Only one (1) clinical affiliation may be repeated and the repeated clinical experience must be at another facility assigned by the ACCE.

Once the student has fulfilled the Incomplete Grade Contract, then that student is eligible to enroll in the next courses in the curricular sequence when those courses will be offered again. If improvement is not possible, then the student may be dismissed from the program.

WITHDRAWAL FROM THE PROGRAM

PTA program students who are withdrawing from the program must first meet with the PTA Program Director in order to complete an exit interview. The purpose of the exit interview is to assure proper advisement, documentation of withdrawal reasons, and initiate plans for readmission as appropriate. During the exit interview, a Statement of Withdrawal form will be completed and a copy will be placed in the student’s file. Following the exit interview, students withdrawing will be referred to the Office of Student Services for further processing. Students who withdraw from the PTA program will be considered for re-admission to the program with another class of students according to re-admission policies and procedures. The requirements for eligibility for re-admission will be discussed with each student during the exit interview. Students who do not participate in the exit interview with the PTA Program Director may not be eligible for re-admission to the PTA program.

DISMISSAL FROM THE PROGRAM

Students may be dismissed from the PTA program for any of the following:

- Conduct violations as listed in the Arkansas Tech University-Ozark Campus Catalog
- Demonstrations of unsafe behavior or practice in academic or clinical settings
- Failure to submit requested information by announced deadline
- Demonstration of illegal behavior as described in the Arkansas State Board of Physical Therapy Practice Act (appendix B)
- Demonstration of unethical behavior as described in the APTA’s Code of Ethics (appendix A)

- Failure to meet conditions outlined in Probation Contract

Dismissal from the PTA program will be based upon evaluation of the offense(s) according to the PTA program's Progressive Discipline policy. Program dismissal will be at the discretion of the PTA Program Director and the Chief Student Officer. Dismissal from the program does not constitute dismissal from the university. Dismissal from the university will be at the discretion of the Chief Student Officer.

RE-ADMISSION TO THE PROGRAM

Students who have been dismissed or who have withdrawn from the PTA program may be considered for re-admission to the program. The procedures for re-admission include the following:

1. The student must submit an Application for Re-admission to the PTA Program form for re-admission by 30 days prior to the semester they wish to re-enter
2. The PTA program admissions committee will review the request and determine the appropriateness of re-admission on a case-by-case basis. The admissions committee will consider the reasons for withdrawal or dismissal, whether or not those factors have been resolved, the student's potential for success, and the availability of space for that student within the next class of students.

If a student is re-admitted to the program, then that student must demonstrate compliance with recommendations made at the time of withdrawal or dismissal from the program. Recommendations may include course audit of previously taken PTA technical course(s), completion of remedial course assignment(s), and demonstration of satisfactory performance of all previously-learned skills. Students re-admitted to the program will be automatically placed on probation status and complete a Probation Contract form. A student may apply for re-admission to the program only once following initial withdrawal or dismissal. Students who have been dismissed for unsafe clinical practice are not eligible for re-admission. All technical courses within the PTA program curriculum must be completed within a 3-year period from the date of entry into the program.

GRADUATION REQUIREMENTS

Once a student has completed all requirements for PTA program coursework, then that student is eligible to receive the Associate of Applied Science degree. The student is responsible for applying for graduation according to university guidelines included in the Arkansas Tech University- Ozark Campus Catalog.

LICENSURE

ARKANSAS

Once a student has been issued an Associate in Applied Science degree for Physical Therapist Assistant, then that student is eligible to apply for licensure as a Physical Therapist Assistant to the Arkansas State Board of Physical Therapy. The student is responsible for completion of the application process outlined by the Arkansas State Board of Physical Therapy. The PTA program and Arkansas Tech University-Ozark Campus will provide information to the Arkansas State

Board of Physical Therapy upon request, following completion of a consent form to release information. Prior to graduation from the PTA program, students will be issued information regarding the application process for licensure in Arkansas. The practice act and licensure rules and regulations for Arkansas are included in Appendix B.

OUTSIDE ARKANSAS

Students seeking licensure with states or jurisdictions outside Arkansas are responsible for initiating contact with the necessary regulatory board or entity. The PTA program will provide information regarding students to sources outside of the university, following the completion of a consent form to release information by the student(s) involved.

DUE PROCESS AND GRIEVANCES

Each student enrolled in the PTA program is entitled to due process as indicated in the Arkansas Tech University-Ozark Campus Catalog. Complaints regarding university matters will be addressed by following the formal and informal procedures described in the Arkansas Tech University-Ozark Campus Catalog. Complaints specific to the PTA program will also follow the university's established formal and informal grievance process.

Procedures for complaints specific to the PTA program will be handled as follows:

- A. Students who have complaints regarding course matters or instructor issues will first handle the complaint by meeting with the individual instructor. If a resolution of the complaint is not achieved, then the student initiating the complaint may schedule a conference with the PTA Program Director. If a satisfactory resolution of the complaint is not achieved after meeting with the Program Director, then the complaint will be forwarded to the Chief Academic Officer for review and consideration.
- B. Complaints from current students not related to a specific course or instructor may be handled by the PTA Program Director directly. If a satisfactory resolution of the complaint is not achieved after meeting with the Program Director, then the complaint will be forwarded to the Chief Student Officer for review and consideration.
- C. During clinical education, students are encouraged to direct any concerns, complaints, or other grievances to their clinical instructor first and inform the ACCE if desired. If a resolution is not achieved, then the student may contact the CCCE for assistance in resolving the matter. If satisfactory resolution is still not achieved, then the student should notify the ACCE immediately. If the situation remains unresolved despite intervention by the ACCE, then the student may meet with the Program Director. The complaint may be forwarded to the Chief Academic Officer for review and consideration if resolution is not achieved at the departmental level.
- D. If problems arise from a clinical instructor's perspective, then the clinical instructor should discuss any student-related problems or concerns directly with the student first to formulate a plan for resolution. If the situation is not improved, the CI should either contact the CCCE of the facility or directly contact the ACCE to discuss alternatives in resolving the problem, depending on the nature of the problem. If the situation remains unresolved despite intervention by the ACCE, then the clinical instructor may meet with the Program Director. The complaint may be forwarded to the Chief Academic Officer for review and consideration if resolution is not achieved at the departmental level.

- E. Any complaints about the PTA program received from the general public, clinical education sites, employers of graduates, or prospective students will be handled by the PTA Program Director. If not already done so, the person making the complaint may schedule a conference with PTA Program Director. If a resolution of the complaint is not achieved after meeting with the Program Director, then the complaint will be forwarded to the Chief Academic Officer for review and consideration.

If the above procedures prove unsatisfactory, then a student may pursue the university's informal and formal grievance procedures as described in the Ozark Campus Catalog.

A written description of all complaints involving the PTA program, along with resolutions, will be stored by the department for a minimum of 10 years.

PRIVACY AND CONFIDENTIALITY

STUDENT EDUCATION RECORDS

The educational records of students of Arkansas Tech University- Ozark Campus are protected under the Family Educational Rights and Privacy Act. The university's policy concerning privacy of educational records is included in the Ozark Campus Catalog.

In addition to the above policy, student records maintained by the PTA program are considered protected information and will be maintained in a lockable file cabinet within the PTA program offices. Electronic records will be accessible by authorized university personnel through use of a secure log-in protected by a password.

PATIENT INFORMATION

Students will have access to patient information throughout the course of their educational experience. Students are expected to respect and maintain strict confidentiality regarding information about patients. Confidentiality guidelines regarding patient information will be presented to the students throughout PTA program coursework, including training regarding the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (<http://www.hhs.gov/ocr/privacysummary.pdf>). When referring to patient information in the classroom setting, students will not identify patients by name. Upon entry into the PTA program, students will sign a confidentiality statement. Any breeches of patient confidentiality may result in dismissal from the PTA program.

RELEASE OF INFORMATION

The PTA program may receive requests for student health and/or educational records from sources including clinical education sites. All students will be required to complete a release form before any records or information can be released to sources outside of the university. On the release form students will be able to indicate any or all information they agree to be released. Students will not be able to attend a clinical site for which they do not agree to release the information requested by that particular clinical site.

In cases where a faculty member receives a request to write a recommendation about a current or former student, the student must first complete a release form. Once the release form is completed, then the recommendation may be sent as requested by the student.

Any information released by the PTA program about a current or former student will require the completion of an appropriate FERPA release of information form, which will be maintained in the student's educational records.

COMMUNICATION

The PTA program believes in maintaining an open line of communication between program students and faculty.

STUDENT RESPONSIBILITY

Upon enrollment into the technical phase of the PTA program, students will be asked to complete a Student Information form. The Student Information form will include: name, address, telephone number, email address, and emergency contact information.

METHODS OF COMMUNICATION

The PTA program utilizes a variety of methods to facilitate communication among students, program faculty, clinical faculty, administration, and other individuals and/or departments involved with the program. Communication among program students, program faculty, university departments, and university administration occurs in the form of:

- Written communication and/or memorandums
- Electronic postings on Blackboard for students
- E-mail communication
- Telephone communication
- Direct meetings
- Posting of non-confidential information on PTA lab bulletin boards (regarding job postings, announcements, college events, etc)
- Postings on university's website

Communication between the program and individuals involved with clinical education (clinical faculty and students) occurs in the form of:

- Written communication in the form of letters
- Electronic postings on Blackboard for students
- E-mail communication
- Telephone communication
- Fax communication
- Direct meetings
- Postings on the university's website

The ACCE is primarily responsible for communicating with clinical faculty and students participating in clinical education. Clinical faculty (CCCEs and CIs) and students participating in clinical education are instructed to direct their communication with the program to the ACCE whenever possible.

MEETINGS

PROGRAM FACULTY

Program faculty members will meet formally at least once per month during each school term. Informal or unscheduled academic faculty meetings may occur as needed either in person, via telephone, or via electronic communication.

CLINICAL FACULTY

The PTA program will meet with clinical faculty at least annually. Informal or unscheduled clinical faculty meetings may occur as needed either in person, via telephone, or via electronic communication.

STUDENTS

PTA program faculty will meet with individual PTA program students as needed.

STUDENT ORGANIZATION

WITHIN THE PTA PROGRAM

Each class of PTA students is permitted to organize and elect class officers if it so chooses. The PTA program faculty will familiarize the class with the organization process and a faculty advisor will be assigned to the class. The initiative for class organization must come from the students.

OUTSIDE OF THE PTA PROGRAM

PTA program students have the opportunity to participate in the Student Government Association for Arkansas Tech University-Ozark Campus.

STUDENT IDENTIFICATION

All students of the Arkansas Tech University-Ozark Campus will be issued an identification card to be carried at all times when on the Ozark Campus and also when on the campus of Arkansas Tech University. Students of the PTA program will also be issued photo identification badges at no extra cost to the student. The photo ID badges will be worn at all times when the student is participating in clinical education experiences and when interacting with patients used for demonstration during lab sessions. The photo ID badge will include the name of the university, the student's photo, student's name, and the student's title of Student Physical Therapist Assistant.

Besides wearing the photo ID badge, PTA program students will also be required to clearly identify themselves verbally or nonverbally as appropriate as Arkansas Tech University-Ozark Campus Physical Therapist Assistant students whenever in the clinical setting. Students will be reminded of the importance of proper identification prior to entering the clinical education portion of the curriculum. Once properly informed, any patient has the risk-free right to refuse treatment provided by a student.

DRESS CODE DURING LECTURE AND LAB

ATTIRE

Students of the PTA program are expected to dress in appropriate attire during lecture. Students are discouraged from wearing clothing which exposes underwear or private body parts.

During lab sessions, appropriate student attire must be worn in order to effectively participate in learning experiences. Appropriate lab attire for males consists of loose-fitting shorts and shirts. Appropriate lab attire for females consists of loose-fitting shorts and open-back halter tops or open-back swimsuit tops under shirts. Warmer clothes may be worn as appropriate, however the treatment area to be utilized during the lab session should be accessible. Changing areas for students include restrooms located near the PTA lab. Students who are not dressed appropriately for lab will be required to wear a hospital gown for the duration of the lab procedure.

PERSONAL APPEARANCE

Students are expected to be appropriately groomed, clean, and without body odor. Students are expected to keep finger nails trimmed so that the nails do not extend beyond the ends of fingers. Excessive finger nail length will hinder the delivery of selected physical therapy procedures.

DRESS CODE DURING CLINICAL EDUCATION

Students of the PTA program are expected to dress in appropriate, professional attire during clinical education experiences. Students are expected to abide by the dress code of the facility they are assigned to.

ATTIRE

Unless otherwise specified by the clinical facility, students will be required at the minimum to wear dress pants, a shirt or blouse (T-shirts not allowed), and dress shoes or athletic shoes. Toes and heels must be covered by shoe. Students will be required to wear at all times the identification badge issued to them by Arkansas Tech University-Ozark Campus which identifies the individual as a Student Physical Therapist Assistant. Students will also be required to wear their white lab coat with a patch identifying them as a student of Arkansas Tech University-Ozark Campus, unless otherwise instructed by the clinical facility. Students are discouraged from wearing clothing which exposes underwear or private body parts. Surgical scrubs may be worn if approved by the clinical site.

PERSONAL APPEARANCE

Students are expected to be appropriately groomed, clean, and without body odor. Students are expected to keep finger nails trimmed so that the nails do not extend beyond the ends of fingers. Excessive finger nail length will hinder the delivery of selected physical therapy procedures.

BODY PIERCINGS AND JEWELRY

Students are expected to have no visible body piercings, except for a maximum of one earring each ear. No dangling earrings will be worn. Tongue piercings, nose piercings or other visible body piercings are not acceptable. A student found with a visible body piercing (including tongue piercings and nose piercings) may be immediately sent home from clinical education on the first offense. The wearing of jewelry (other than a watch) is discouraged during clinical education due to concerns over patient safety, student safety, and loss of jewelry.

TATTOOS

Visible tattoos must be covered or concealed in a non-conspicuous manner according to the policies of the facility to which a student is assigned.

ACCE SELECTION OF CLINICAL SITES

The ACCE will select clinical education sites in accordance with the educational objectives of the PTA program. The factors considered by the ACCE include the following:

- Proximity to the university campus
- Types of educational experiences that the site can provide
- The qualifications of the facility's clinical education faculty (CCCE and CI)
- The clinical facility's past experiences with clinical education
- The clinical facility's policies and procedures regarding clinical education and students
- The availability of a physical therapist licensed in the state in which the clinical facility is located

Before a site is formally selected, the ACCE will meet with the CCCE of the facility and determine if the facility will be a possible clinical education site according to the factors above. The ACCE will attempt to physically visit a facility before it is selected as a clinical education site if the facility is within a 100-mile radius of Arkansas Tech University- Ozark Campus. Once selected as a clinical education site, the facility will then enter into a contractual agreement with Arkansas Tech University- Ozark Campus.

The ACCE will maintain a clinical site listing of all clinical facilities in contractual agreement with the PTA Program at Arkansas Tech University- Ozark Campus.

CLINICAL SITE INFORMATION

The PTA program will maintain current information regarding each clinical facility with which the PTA program has a contractual agreement. A Clinical Site Information Form (CSIF) will be maintained for each facility and will be kept in a secure location within the PTA department. The ACCE will be in communication with the CCCE for each clinical facility and will make changes to the CSIF as necessary to ensure that the PTA program has current information about each clinical facility.

Information maintained by the ACCE will include facility description, learning experiences offered by the facility, and any specific requirements the facility may have for student affiliations. The clinical site information will be kept in the ACCE's office and will be available for student review upon request. Students will be given an opportunity to review a summary of information regarding each clinical site prior to clinical site selection.

CLINICAL SITE ASSIGNMENT

The ACCE makes the clinical assignments. Clinical placement is designed to provide the student with a variety of physical therapy experiences and facilitate the attainment of the basic skills needed for the practice of a licensed Physical Therapist Assistant. Students will be allowed to select from a listing of available clinical education facilities approved by the ACCE and will be requested to submit to the ACCE a prioritized list of clinics that they would like to attend. The ACCE then considers these requests along with the students' prior experiences, interests and skill levels in making clinical placements. Any questions or comments should be directed to the ACCE or Program Director. Any refusal to take an assignment without just cause will put the student at risk of dismissal from the PTA program. Student placements are reserved months in

advance of a scheduled clinical experience and changes in assignments will be considered if a situation warrants. Finding alternative placements are not always possible once assignments have been made and any request for change may be denied. Students will only be assigned to those clinical facilities in which a properly executed and written agreement exists with the PTA program at Arkansas Tech University-Ozark Campus.

ALTERNATIVE ASSIGNMENT

During clinical site selection, students will indicate their 1st choice selection and alternative choices. Every effort will be made to accommodate student selections. However in the event that a student is unable to receive their preferred choices for clinical sites or a clinical selection is cancelled, then the ACCE will assign alternative clinical sites. If the student refuses the alternative clinical site assignment, then that student is unable to progress and graduation may be delayed.

SELECTION REQUIREMENTS

During Clinical Experience I, students will be allowed to choose from a variety of facilities, either inpatient or outpatient, according to the educational needs at that particular point in the curriculum. The students must select a different clinical education facility for each clinical education course and may not select a facility where currently or previously employed in the physical therapy department. Students will be informed of any additional specific clinical facility requirements, including background investigation and drug and alcohol testing, prior to selection of clinical sites.

SELECTION PROCESS

The selection process for clinical education will occur as follows:

- Prior to selection, students will be issued a listing of available clinical sites and the ACCE will meet with students to discuss, as a group, and briefly describe the clinical experience provided by each facility
- Students will be given the opportunity to review information about each available clinical site by reviewing a summary of clinical information provided by the ACCE
- Students will gather at a scheduled time for a lottery drawing of numbers to determine the order in which students will make their selections
- Students will be given time to make their selections. Students will be allowed to negotiate with other students for clinical selections before making a final decision.
- The students will turn in their choices by an announced deadline, after which changes can only be made at the discretion of the ACCE.
- The ACCE will review the choices and issue clinical assignments to the students. The ACCE reserves the right to revise clinical assignments in order to ensure that education objectives will be met.
- Clinical facilities selected for student placement will be notified of assignments 6 weeks prior to the initiation of the clinical affiliation. Each clinical facility receiving student assignments will receive a packet of information regarding students assigned to their respective facility. Additional requested information, such as background check or facility-specific testing, will be the responsibility of the student assigned to the requesting facility.

CLINICAL FACILITIES NOT ON THE CLINICAL SITE LIST

In the event a student would like to be assigned to a clinical facility not on the official Clinical Site List, then that student is responsible for making the official contact with the facility and completing the New Clinical Site Request form. The clinical site request form will be forwarded to the ACCE for processing. At the ACCE's discretion, the ACCE will then contact the facility and follow the

procedures for ACCE clinical site selection in an effort to establish a contractual agreement with the facility. Once a contractual agreement has been established, arrangements can then be made for student assignment to the clinical facility.

TRANSPORTATION, HOUSING, FOOD DURING CLINICAL EDUCATION

TRANSPORTATION

Each student is responsible for the cost and liability associated with transportation to and from clinical education experiences. This includes the following:

- Travel to and from clinical facilities to which the student is assigned
- Travel to and from schools where physical therapy services are provided
- Travel to and from patient's homes where physical therapy services are provided.

Students will be informed of the location and travel requirements of a particular clinical education facility before selection of that facility for a clinical assignment.

HOUSING

Each student is responsible for the cost and liability associated with housing during clinical education experiences. Each student is also responsible for making arrangements for housing during clinical experiences.

FOOD

Each student is responsible for the cost of food during clinical education experiences.

FIELD TRIPS

Throughout the curriculum field trips to various facilities may be scheduled for additional learning experiences. Prior to participating in any field trips, students will be required to complete a liability waiver form. Students will be responsible for the cost and liability of transportation during field trips, except on occasions when transportation is offered by the University. During field trips, students will be expected to wear professional attire, including wearing of identification badges and white lab coats. Students will be expected to behave in a professional manner during all field trips.

OFF- CAMPUS LABS

Based upon PTA program educational needs and equipment availability, off-campus laboratory sessions may need to be scheduled at facilities away from Arkansas Tech University-Ozark Campus. Prior to participation in the off-campus labs, students will be required to complete a liability waiver form. Students will be responsible for the cost and liability of transportation during travel to and from off-campus lab facilities, except on occasions when transportation is offered by the University. During off-campus labs, students will be expected to wear lab attire, including identification badges and white lab coats. Students will be expected to behave in a professional manner. Students will be expected to abide by the PTA program Lab Guidelines and Safety policy. Off-campus labs will only be conducted at facilities in which a properly executed and unexpired written agreement exists with Arkansas Tech University-Ozark Campus.

INCLEMENT WEATHER

DURING CLASSROOM/LABORATORY LEARNING

In the event the weather is so severe that the school administration feels life and property may be in danger, the Chancellor may cancel classes until weather conditions improve. School cancellations will be broadcast on local radio and television stations as well as the Ozark Campus web site. When day time classes are cancelled, night time classes are also cancelled. The outlying areas sometimes experience inclement weather even though the campus is not closed. In this event, students are advised to use their own judgement in determining if the roads are safe to travel.

DURING CLINICAL EDUCATION

During inclement weather, clinical facilities generally do not close. Each student is responsible for considering the benefits and risks of travel and making a decision regarding clinical education attendance during a day of inclement weather. Students will be responsible for the liability associated with travel during inclement weather. Students who decide to not attend a scheduled clinical education experience due to inclement weather are responsible for notifying the clinical facility prior to the scheduled start time for that particular day of attendance. The student must also inform the ACCE of any absences due to inclement weather the day of the absence.

SEXUAL HARASSMENT

The policy of the Physical Therapist Assistant Program at Arkansas Tech University-Ozark Campus is to maintain the University community as a place of work and study for staff, faculty, and students free of harassment, to include sexual and gender harassment and all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware both that the University is concerned and prepared to take action to prevent and correct such behavior.

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact and verbal comments or suggestions, which adversely affect the working or learning environment of others. This includes the exhibiting or sharing of pornographic materials.

Anyone who is subjected to offensive sexual behavior is encouraged to pursue the matter through the established formal grievance procedures as described in the Ozark Campus Catalog.

COMPETENCY AND SAFETY

PTA program students will be monitored throughout didactic and clinical learning experiences to ensure that they are safe and competent to progress through the curriculum. During didactic learning, skill competency and safety will be monitored and evaluated primarily in the courses with laboratory experiences.

After receiving proper instruction, students will practice skills on fellow students (participating as simulated patients) while being supervised by the course instructor(s). During laboratory practicals and skill checks, the students will then be expected to perform selected skills on fellow students while being observed and graded by the course instructor(s). Each skill competency test (when appropriate) and each lab practical exam will include specific safety-related items

which must be achieved competently. Each student will receive a copy of the critical safety elements to be tested and the instructor(s) expectations for passing prior to a laboratory practical or skill competency check. Each grading sheet for the laboratory practical or skill competency check will clearly indicate the critical safety elements to be tested. Failure to pass any item deemed a critical safety element will result in automatic failure to pass the lab practical or skill competency check. Students will be allowed to re-take lab practicals only once for each practical/test with scheduling or retakes at the discretion of the course instructor. The maximum score for repeated lab practicals and skill competency tests will be 70%, regardless of the actual score obtained with the re-take. In addition to any re-takes of a lab practical and/or skill competency test, the student may be required to perform additional assignment(s), at the discretion of the course instructor, in order to demonstrate further understanding of the skill(s) being assessed. Students will not be allowed to progress to clinical education until they have passed all required laboratory practicals and skill competency checks.

During clinical learning, skill competency and safety will be monitored and evaluated in the courses with clinical experiences, which include:

- Clinical Experience I
- Clinical Experience II
- Clinical Experience III

Clinical faculty will receive a PTA Program Clinical Education Handbook which will include all skills for which students are required to demonstrate competency and safety during didactic learning. Prior to initiation of a clinical affiliation, the clinical faculty will receive an updated listing of skills for which the students have received instruction and have been deemed safe and competent to perform in a didactic setting. The clinical faculty will then monitor and evaluate the safety and competency of the students while the students are practicing in a clinical setting through the use of a clinical performance instrument. All clinical faculty will receive appropriate training from the PTA program regarding use of the clinical performance instrument prior to the initiation of clinical education. Once the clinical performance instrument for a particular student is completed by the clinical faculty during a clinical education experience, the ACCE will then grade the instrument and determine if the student will receive a passing or failing grade for the course. Failure to pass a clinical education course will result in failure to progress in the program. Failure to pass Clinical Experience III, which is the final course, will result in failure to graduate. Upon completion of Clinical Experience III, the student is expected to demonstrate the ability to practice safely and competently as an entry-level physical therapist assistant.

LABORATORY GUIDELINES AND SAFETY

Laboratory class times will be posted outside the laboratory indicating when the lab will be in use. During times when the lab is not in use for a particular class, the lab is considered open and available for use by PTA program students as a study area and for additional lab practice. Scheduled open lab times will be posted and available only to PTA program students. Open lab times will occur only when PTA program faculty are on campus, otherwise the lab will be considered closed. The lab will be locked at all other times, including weekends.

PTA program students will be informed of laboratory guidelines and safety following admission to the program. Students are expected to abide by the following rules regarding utilization of the laboratory:

1. Equipment may not be removed from the lab.
2. Students may only practice with equipment for which they have received instruction.
3. Equipment must be utilized exactly according to the instructions of the course instructor.
4. Immediately report any equipment damage to the course instructor or available PTA faculty.
5. Students may only practice on other currently enrolled PTA program students.
6. Treatment area and equipment must be cleaned immediately upon completion of use.
7. All equipment and supplies must be returned to the original storage location(s).
8. Lab equipment and physical therapy procedures are for instructional purposes only. Lab equipment and physical therapy procedures are not to be utilized for personal or medical purposes.
9. Food or drinks are not allowed in the lab.
10. A basic first aid kit is located in the lab and available for emergency use.
11. Any injuries occurring in the lab shall be reported to the course instructor or available PTA faculty.
12. Students who disregard any of the laboratory guidelines and place themselves and/or others in danger may be subject to dismissal from the PTA program.

All PTA program students will be expected to participate in laundry duties which will include washing, drying, and folding linen (sheets, pillow cases, towels) used in the PTA lab.

ACCIDENTS AND INCIDENTS

POLICY

All accidents and incidents must be appropriately managed and reported. If the student is the injured person, then any medical expenses as a result of an incident or accident will be the responsibility of the student.

ONCAMPUS CLASSROOM AND LABORATORY

If the accident or incident is emergency in nature, then students and/or faculty will call EMS at 911. If the accident or incident is not deemed an emergency in nature, then appropriate first aid measures will be taken with follow-up medical care. Incidents occurring in the PTA program classroom or laboratory require notification of a PTA faculty member whenever possible.

OFFCAMPUS LABORATORY AND FIELD TRIPS

Accidents and incidents occurring during any off-campus labs require the notification of the supervising PTA program faculty member. Appropriate facility staff will be notified by the supervising PTA faculty member. Facility staff will alert EMS as needed. The facility's incident/accident procedures will be followed, whether or not the incident/accident is deemed an emergency by the facility's staff.

CLINICAL EXPERIENCES

Incidents and/or accidents occurring during clinical experiences and involving students require the notification of the facility's clinical faculty (CCCE or CI). The facility's incident/accident procedures will be followed, whether or not the incident/accident is deemed an emergency by the facility's staff. The clinical faculty will assist the student in completing the clinical facility's reporting form(s) and seeking appropriate treatment for the injury, following the clinical facility's guidelines and ATU-Ozark Campus PTA Program guidelines. The ACCE and the PTA Program Director are to be notified by the student and/or clinical faculty as soon as possible.

REPORTING

All PTA program students and/or faculty involved must complete an Accident/Incident Report form and submit the form(s) to the PTA Program Director. The office of the Chief Student Officer will also be notified by the PTA Program Director regardless of whether or not the accident/incident is emergency in nature.

EMERGENCY OPERATIONS PLAN

ON-CAMPUS LEARNING

The PTA program will follow the established policies and procedures listed in the Emergency Operations Plan (EOP) for Arkansas Tech University-Ozark Campus. The Emergency Operations Plan is located in the Chancellor's office and the Public Relations office. Copies of the EOP procedures are located throughout the campus buildings in readily accessible locations, including classrooms and offices. Student will also be issued a copy of the university's emergency procedures. Students also have the opportunity to sign up for an emergency text messaging system in order to receive text alerts via cell phone when an emergency threatens the campus.

OFF-CAMPUS LEARNING

During clinical education, off-campus labs, and field trips, students will follow the emergency procedures of the clinical facility to which they are assigned.

EQUIPMENT SAFETY

ON-CAMPUS LEARNING

Safety of the equipment used during on-campus learning experiences will be inspected on a regular basis in order to maximize the safety of students, faculty, and subjects used as patients. Any concerns over equipment safety will be reported immediately to PTA program faculty and the equipment in question will be taken out of service for inspection. Once deemed safe for use, the equipment will be returned to service.

A record of all electrical equipment utilized by the PTA program will be maintained on an equipment inventory form. All electrical equipment included on the inventory form will be inspected and calibrated by a qualified biomedical engineer on an annual basis. The equipment will be appropriately labeled by the biomedical engineer to verify that testing and calibration has been performed. The biomedical engineer will also provide documentation of testing results and perform any appropriate repairs as needed. If the equipment can not be repaired by the biomedical engineer, then the equipment may be shipped to an appropriate biomedical repair facility. All electrical equipment loaned to the PTA program will also be accompanied by appropriate documentation of recent safety inspection.

Wheelchairs, assistive devices (canes, crutches, walkers), and treatment tables will be inspected annually by PTA program faculty. Appropriate repairs to the equipment will either be made by university staff or arranged by the program as necessary.

OFF-CAMPUS LEARNING

Inspection and maintenance of the equipment used during off-campus learning experiences will be the responsibility of the facility utilized for the off-campus lab and/or clinical affiliation. All

clinical facilities are expected to have policies established regarding the use of equipment and the storage of any hazardous materials. These policies should be reviewed with students affiliating with each clinical facility.

MATERIAL SAFETY DATA SHEETS

Material Safety Data Sheets for potentially hazardous substances used in the PTA program lab are kept in a manual in the PTA Program Director's office and the PTA lab.

STUDENT PARTICIPATION AND HEALTH STATUS

PTA program students are responsible for notifying the PTA program faculty promptly of any existing health conditions that can affect the student's ability to safely and effectively participate in laboratory sessions or clinical education experiences. Following admission to the program, students will be required to complete a Student Information form and participate in a physical examination in order to determine if the student has any health conditions which would adversely affect the student's participation. The Physical Examination form must be completed by a physician, physician's assistant, or nurse practitioner.

Health conditions which require notification include, but are not limited to:

- Hypertension
- Asthma
- Pregnancy
- Cancer
- Musculoskeletal conditions including rheumatoid arthritis, acute injury, chronic joint conditions
- Hypersensitivity to cold
- Latex sensitivity or other skin allergies
- Seizures
- Metal implants

PTA program students are responsible for notifying the PTA program faculty promptly of any changes in health status which can affect the student's ability to safely and effectively participate in laboratory sessions or clinical education experiences. PTA program students are responsible for notifying the course instructor promptly of any existing health conditions which the student may have which are contraindicated for specific physical therapy procedures to be practiced in a laboratory session.

PTA program students who receive confirmation of pregnancy are required to submit a written statement from a physician, indicating the student's ability and/or limitations related to continued participation in the required laboratory and/or clinical education experiences. In the event of a surgery, injury, or extended illness, a physician's written statement is required indicating the student's ability and/or limitations related to continued participation in the required laboratory and/or clinical education experiences. The PTA program faculty will make every attempt to implement reasonable and appropriate actions.

In the event a student is no longer able to safely and effectively participate in laboratory and/or clinical education experiences due to their medical status, then that student may be advised to

withdraw from the PTA program and resume the program at a later date according to the program's re-admission procedures.

STUDENT IMMUNIZATIONS AND HEALTH STATUS

Upon admission to the PTA program, PTA students will submit the following:

- Proof of immunizations including Measles, Mumps, and Rubella
- Proof of Hepatitis B vaccination or sign a waiver indicating refusal to receive the vaccinations
- Proof of current negative Tuberculosis skin test or chest radiographs with a physician's statement prior to starting the clinical education experience. Tuberculosis testing results must have been performed within the past 12 months and must be current throughout the duration of the PTA program coursework. Some clinical facilities may have specific requirements regarding how recent the testing/screening needs to be and the provider of the testing/screening services.

CPR REQUIREMENTS

PTA program students are required to obtain and maintain current American Heart Association certification in cardiopulmonary resuscitation (CPR) at the health care provider level. A copy of current CPR certification is required prior to initiation of the clinical education experience and must remain current throughout the duration of the technical coursework.

CONSENT TO PARTICIPATION

PTA STUDENTS

All PTA program students will be expected to participate in all classroom and laboratory, and clinical education activities. Participation may include playing the role of demonstrator and subject during classroom and laboratory learning while participating in the delivery of physical therapy procedures. Following admission to the PTA program, students will be informed of the guidelines and expectations for participation, as well as the associated hazards and risks. Each PTA student will be required to sign the Informed Consent form. Failure to sign and return the informed consent form to the PTA program faculty may be grounds for dismissal from the program. Students must inform the PTA program faculty of any medical conditions which may preclude the student from participating effectively and safely in classroom, laboratory, and clinical education activities.

NON-PTA STUDENTS AND GENERAL PUBLIC

Persons who wish to participate in the PTA program as a subject for educational purposes may do so only after completion of a Consent to Participation form for adults and a Consent to Minor Participation form for children under the age of 18.

CONSENT TO AUDIOVISUAL RECORDING

Audiovisual recordings and images may be used in an educational capacity throughout the curriculum of the PTA program. Subjects of audiovisual recordings may include PTA program

students, non-PTA program students, university faculty/staff, and members of the general public. Before any audiovisual recording of a subject can be taken and used in an educational setting, that particular subject must be informed and grant permission by signing the Consent to Audiovisual Recording form. All PTA program students will be expected to complete the Consent to Audiovisual Recording form upon admission to the PTA program. Additional forms are available from the PTA program as needed.

STUDENT INSURANCE

LIABILITY INSURANCE

All students are required to carry liability insurance upon enrollment into the PTA program. Students may purchase a liability policy provided through the university. Students who have not paid the fees for the liability insurance may not participate in clinical education and laboratory learning and therefore will be subject to dismissal from the PTA program.

HEALTH INSURANCE

Students are responsible for carrying their own health insurance while enrolled in the PTA program. Students can purchase an insurance policy through Arkansas Tech University. Students who do not wish to carry their own insurance policy will sign a waiver indicating their refusal. Students will be required to provide proof of health insurance or the health insurance waiver prior to initiation of clinical education experiences.

ACCIDENT INSURANCE

Students are protected by an accident insurance policy which is provided by the university. Coverage is limited to accidents which occur while participating in school-sponsored activities.

STANDARD PRECAUTIONS

Standard Precautions is a system of protection against the spread of infectious diseases. Standard Precautions apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare services are provided. According to the principles of Standard Precautions, contact with another person's body blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes is potentially infectious. Under Standard Precautions, a system of infection prevention practices will be used in order to prevent the transmission of infectious agents among between patient and healthcare worker. The system of prevention practices includes the following:

- Thorough hand washing following patient care.
- The use of barrier protection with the type used dependent upon the type of procedure(s) being performed and the type of exposure expected. Protective barriers include gloves, gowns, masks, and protective eyewear.
- Proper handling and containment of equipment or items in the health care environment likely to have been contaminated, or suspected of contamination, in a manner to prevent the transmission of infectious agents. Re-usable equipment must be disinfected or sterilized before use on another patient.

The application of Standard Precautions is determined by the extent of blood, body fluid, or pathogen exposure anticipated in the healthcare environment

Training in universal precautions will be included in the PTA program curriculum. Following instruction, PTA program students will be expected to demonstrate an understanding and utilization of universal precautions throughout classroom and clinical experiences. Instruction regarding standard precautions will include information about the following:

- Mechanisms of pathogen transmission
- Prevention of exposure
- Exposure control, including determination of exposure and post-exposure management

Following admission to the PTA program, students will be required to sign the Informed Consent form acknowledging their understanding of the potential for exposure to bloodborne pathogens and other infectious diseases while participating in laboratory and clinical education experiences.

STUDENT RESPONSIBILITIES ASSOCIATED WITH CLINICAL EDUCATION

Students are expected to:

1. Take responsibility for their own learning
2. Exhibit professionalism at all times
3. Inform the ACCE as soon as a problem related to the clinical experience is identified
4. Contact the site at least 2 weeks prior to initiation of clinical experience to learn any additional requirements of the assigned clinical site
5. Provide any information requested by the clinical facility prior to arrival on the first day of clinical affiliations, or upon arrival of the first day of affiliations
6. Assume responsibility for the cost associated with the clinical education experiences including travel, transportation and housing
7. Comply with the policies and procedures of the clinical site and the PTA Program. Failure to comply with facility or department policies and procedures is subject to immediate corrective action.
8. Fulfill all duties and assignments made by the clinical instructor and ACCE within the time limit specified
9. Provide honest and constructive feedback to the clinical site and ACCE
10. Adhere to the APTA's *Guide for Conduct of the Physical Therapist Assistant*
11. Reschedule make up time for any absences
12. Disclose status as students to patients prior to the initiation of patient care activities. A patient has the risk-free right to refuse treatment by a student.

ACCE RESPONSIBILITIES ASSOCIATED WITH CLINICAL EDUCATION

The ACCE is dedicated to the successful completion of clinical education for each student through fulfillment of the following responsibilities:

1. Monitoring written agreements between the university and each clinical site to assure that agreements are current and unexpired. A current signed contract must be on file before assigning and sending a student to an affiliation at a clinical site.
2. Assignment of all eligible students to clinical education affiliations.

3. Orientation of students to the purpose and process of clinical education, and the policies and procedures required.
4. Maintaining open communication with each clinical instructor and/or CCCE by any method deemed appropriate before, during and after clinical assignments.
5. Maintaining reference information describing each clinical education site and any specific requirements for assignment
6. Developing and maintaining necessary clinical education experiences which meet the criteria and guidelines established by the PTA program.
7. Providing pertinent course information to clinical instructors and students.
8. Evaluating material submitted by students for fulfillment of the requirements of the clinical education course.
9. Evaluating the clinical instructor(s) assessment of each student's performance and determine the course grade in compliance with the stated criteria.
10. In the event of challenges, conflicts or problems arise during the student's clinical internship, the ACCE, upon notification, will maintain contact with the relevant person(s) with the goal of achieving successful resolution. The ACCE serves as a resource to both students and clinicians to assist with resolution of issues that are identified during the experience and to provide advisement as necessary in collaboration with the clinical instructor and the student.
11. When appropriate, removal of the student from the clinical site.
12. Arrangement of remediation experiences for students who are eligible for reassignment.
13. Assessing clinical education needs of the clinical instructors and clinical site.
14. Conducting training with clinical faculty regarding the PTA program's policies and procedures related to clinical education.

CCCE RESPONSIBILITIES ASSOCIATED WITH CLINICAL EDUCATION

The CCCE is dedicated to the successful completion of clinical education for each student through fulfillment of the following responsibilities:

1. Describing the philosophy of the clinical site and providing consistent student expectations.
2. Maintaining student records with personal information including student evaluation secure and confidential.
3. Providing student orientation including safety, emergency, security procedures, department policies and procedures that may impact student performance or evaluation.
4. Submitting current information of the clinical site and CI staff to the ACCE
5. Communication with the ACCE while serving as an objective mediator between the CI and student if necessary.
6. Providing consultation regarding learning experiences to the clinical instructor.
7. Assistance in planning and problem solving with the CI/student team in a positive manner
8. Communication with the ACCE regarding coordinating student assignments, maintaining a student schedule, clinical education planning and evaluation, and CI development.
9. Encouraging feedback from students, CI(s), ACCE and other interested colleagues.
10. Evaluating the resources and needs of CI(s) and facility.
11. Supervising the educational planning, clinical experiences and evaluation of the CI and student.

CLINICAL INSTRUCTOR RESPONSIBILITIES ASSOCIATED WITH CLINICAL EDUCATION

The CI is dedicated to the successful completion of clinical education for each student through fulfillment of the following responsibilities:

1. Structuring the clinical experience to offer the best opportunity for the student to build on theoretical concepts and practical clinical skills.
2. Submitting current information of the clinical site and CI staff to the ACCE
3. Providing formal student evaluation at midterm and at the end of the affiliation for assignments of 4 or more week's duration. The CI will also be expected to review the student evaluation with the student.
4. Understanding the clinical education policies and procedures of the PTA program including the procedure for addressing unsatisfactory practice behaviors, clinical affiliation termination, or student conflict.
5. Communication with the ACCE when student has been advised of unsatisfactory performance, unsatisfactory progress, or when a remediation plan has been initiated.
6. Providing appropriate levels of supervision of students that allows evaluation of a student's skills, knowledge and attitudes.
7. Providing timely formal and informal feedback.
8. Providing student orientation of clinical facility policies and procedures that impact student evaluation.
9. Maintaining current, evidence-based practice.
10. Modeling professionalism, and maintaining a professional relationship with the student.

CLINICAL FACULTY RIGHTS AND PRIVILEGES

The rights and privileges for clinical faculty affiliated with the Ozark Campus PTA program include the following:

1. The right to request professional development regarding effective instruction, supervision, and evaluation strategies for affiliating students. Clinical faculty development will be based upon needs identified through various assessment tools utilized by the PTA program.
2. The right to attend periodic continuing education sponsored by the PTA program
3. The right to receive current information regarding affiliating students, changes in clinical education policies/procedures, and the PTA program in a timely fashion.
4. The right to request termination of a student's participation in the clinical education experience if it is felt that the continued participation of a student is unsafe, disruptive, or detrimental to the clinical site or patient care, or otherwise not in conformity with the clinic's standards, policies, procedures, or health requirements.

SUPERVISION

All clinical facilities are expected to provide direct supervision of students to ensure patient safety and to enable the successful completion of the program's educational objectives. All students require on-site supervision by a licensed physical therapist. All supervisory clinical faculty are

expected to demonstrate positive role modeling for the students. If a clinical instructor is not on-site for part of a day when the student is on their clinical experience, the student may perform non-patient care clinic duties such as chart reviews, assignments on reference materials, documentation, in-service preparation, and observation of other health care practitioners.

EVALUATION OF THE CLINICAL EDUCATION EXPERIENCE

The PTA Clinical Performance Instrument (CPI) will be used to formally evaluate student performance during each clinical experience. A Clinical Skills Inventory form will be maintained in order to track the data collection and intervention skills which students have performed during clinical education. Students will also be required to perform various assignments during clinical education including inservice presentations, patient case treatment logs, and performance improvement projects. In addition, students will be required to complete a self-assessment using the CPI and complete the PTA Student Evaluation of Clinical Experience and Clinical Instruction.

Completion and timely submission of the student's evaluation by the clinical instructor and student is expected. All evaluation material must be returned to the ACCE by the student upon completion of a clinical internship as noted in the clinical internship packets. When the evaluation materials are received, the ACCE will review the contents to assess whether performance standards were met. If clarification is required, the ACCE will consult with the CI or CCCE for supplemental information.

THE CONTENTS OF THIS HANDBOOK MAY CHANGE AT THE DISCRETION OF THE PTA PROGRAM STAFF. STUDENTS WILL BE INFORMED OF ANY CHANGES TO THIS HANDBOOK IN A TIMELY MANNER.

APPENDIX

A

Guide for Conduct of the Physical Therapist Assistant

Purpose

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

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

Interpreting the Standards of Ethical Conduct

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

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

Preamble to the Standards of Ethical Conduct

The Preamble states as follows:

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Interpretation: Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards of Ethical Conduct is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards of Ethical Conduct. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serve to reinforce and clarify existing ethical obligations. A significant reason that the Standards of Ethical Conduct

were revised was to provide physical therapist assistants with a document that was clear enough to be read on its own without the need to seek extensive additional interpretation.

The Preamble states that “[n]o document that delineates ethical standards can address every situation.” The Preamble also states that physical therapist assistants “are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.” Potential sources for advice or counsel include third parties and the myriad resources available on the APTA website. Inherent in a physical therapist assistant’s ethical decision-making process is the examination of his or her unique set of facts relative to the Standards of Ethical Conduct.

Topics

Respect

Standard 1A states as follows:

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.

Interpretation: Standard 1A addresses the display of respect toward others. Unfortunately, there is no universal consensus about what respect looks like in every situation. For example, direct eye contact is viewed as respectful and courteous in some cultures and inappropriate in others. It is up to the individual to assess the appropriateness of behavior in various situations.

Altruism

Standard 2A states as follows:

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

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

Sound Decisions

Standard 3C states as follows:

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

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

Supervision

Standard 3E states as follows:

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

Interpretation: Standard 3E goes beyond simply stating that the physical therapist assistant operates under the supervision of the physical therapist. Although a physical therapist retains responsibility for the patient or client throughout the episode of care, this standard requires the physical therapist assistant to take action by communicating with the supervising physical therapist when changes in the individual's status indicate that modifications to the plan of care may be needed. Further information on supervision via APTA policies and resources is available on the APTA website.

Integrity in Relationships

Standard 4 states as follows:

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

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

Reporting

Standard 4C states as follows:

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

Interpretation: Physical therapist assistants shall seek to discourage misconduct by health care professionals. Discouraging misconduct can be accomplished through a number of mechanisms. The following is not an exhaustive list:

Student Handbook

- Do not engage in misconduct; instead, set a good example for health care professionals and others working in their immediate environment.
- Encourage or recommend to the appropriate individuals that health care and other professionals, such as legal counsel, conduct regular (such as annual) training that addresses federal and state law requirements, such as billing, best practices, harassment, and security and privacy; as such training can educate health care professionals on what to do and not to do.
- Encourage or recommend to the appropriate individuals other types of training that are not law based, such as bystander training.
- Assist in creating a culture that is positive and civil to all.
- If in a management position, consider how promotion and hiring decisions can impact the organization.
- Access professional association resources when considering best practices.
- Revisit policies and procedures each year to remain current.

Many other mechanisms may exist to discourage misconduct. The physical therapist assistant should be creative, open-minded, fair, and impartial in considering how to best meet this ethical obligation. Doing so can actively foster an environment in which misconduct does not occur. The main focus when thinking about misconduct is creating an action plan on prevention. Consider that reporting may never make the alleged victim whole or undo the misconduct.

If misconduct has not been prevented, then reporting issues must be considered. This ethical obligation states that the physical therapist assistant reports to the “relevant authority, when appropriate.” Before examining the meaning of these words it is important to note that reporting intersects with corporate policies and legal obligations. It is beyond the scope of this interpretation to provide legal advice regarding laws and policies; however, an analysis of reporting cannot end with understanding one’s ethical obligations. One may need to seek advice of legal counsel who will take into consideration laws and policies and seek to discover the facts and circumstances.

With respect to ethical obligations, the term “when appropriate” is a fact-based decision and will be impacted by requirements of the law. If a law requires the physical therapist assistant to take an action, then, of course, it is appropriate to do so. If there is no legal requirement and no corporate policy, then the physical therapist assistant must consider what is appropriate given the facts and situation. It may not be appropriate if the physical therapist does not know what occurred, or because there is no legal requirement to act and the physical therapist assistant does not want to assume legal responsibility, or because the matter is being resolved internally. There are many different reasons that something may or may not be appropriate.

If the physical therapist assistant has determined that it is appropriate to report, the ethical obligation requires him or her to consider what entity or person is the “relevant authority.” Relevant authority can be a supervisor, human resources, an attorney, the Equal Employment Opportunities Commission, the licensing board, the Better Business Bureau, Office of the Insurance Commissioner, the Medicare hotline, the Office of the Inspector General hotline, the US Department of Health and Human Services, an institution using their internal grievance procedures, the Office of Civil Rights, or another federal, state, city, or local agency, or a state or

federal court, among others.

Once the physical therapist assistant has decided to report, he or she must be mindful that reporting does not end his or her involvement, which can include office, regulatory, and/or legal proceedings. In this context, the physical therapist assistant may be asked to be a witness, to testify, or to provide written information.

Sexual Harassment

Standard 4F states as follows:

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

Interpretation: As noted in the House of Delegates policy titled “Sexual Harassment,” “[m]embers of the association have an obligation to comply with applicable legal prohibitions against sexual harassment...” This statement is in line with Standard 4F that prohibits physical therapist assistants from harassing anyone verbally, physically, emotionally, or sexually. While the standard is clear, it is important for APTA to restate this point, namely that physical therapist assistants shall not harass anyone, period. The association has zero tolerance for any form of harassment, specifically including sexual harassment.

Exploitation

Standard 4E states as follows:

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

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

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

Consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients or Former Patients (modified for physical therapist assistants):

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

One's ethical decision making process should focus on whether the patient or client, supervisee, or student is being exploited. In this context, questions have been asked about

whether one can have a sexual relationship once the patient or client relationship ends. To this question, the EJC has opined as follows:

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

The Committee imagines that in some cases a romantic/sexual relationship would not offend ... if initiated with a former patient soon after the termination of treatment, while in others such a relationship might never be appropriate.

Colleague Impairment

Standard 5D and 5E state as follows:

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.

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

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

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

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

Clinical Competence

Standard 6A states as follows:

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

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

Lifelong Learning

Standard 6C states as follows:

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

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourages and contributes to his or her career development and lifelong learning, whether or not the employer provides support.

Organizational and Business Practices

Standard 7 states as follows:

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

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

Documenting Interventions

Standard 7D states as follows:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients and clients and document related data collected from the patient or client. The focus of this Standard is on

ensuring documentation of the services rendered, including the nature and extent of such services.

Support - Health Needs Standard 8A states as follows:

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

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

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APPENDIX

B

ARKANSAS TECH UNIVERSITY-OZARK CAMPUS
PHYSICAL THERAPIST ASSISTANT PROGRAM

INVENTORY OF SKILLS REQUIRING DEMONSTRATION OF COMPETENCY

The following is an inventory of skills for which PTA students have received instruction and are required to demonstrate competency through testing.

PTA 1251 DATA COLLECTIONS LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Upper extremity goniometry • Lower extremity goniometry • Cervical and lumbar ROM measurement with goniometer • Cervical and lumbar ROM measurement with a tape measure • Upper extremity manual muscle testing • Lower extremity manual muscle testing • Trunk manual muscle testing • Postural assessment 	<ul style="list-style-type: none"> • Accuracy within 2.5 cm of instructor • Accuracy within 5 degrees of instructor • Demonstrates ability to accurately discriminate among the different grades for LE strength using a motion selected at random • Demonstrates ability to accurately discriminate among the different grades for UE strength using a motion selected at random • Patient properly positioned • Accurately discriminates among the different grades of strength • Demonstrates professional conduct throughout session • Cleans treatment area • Prepares for treatment session (includes preparation of treatment area and application of hand sanitizer) • Identifies self as a Student Physical Therapist Assistant • Explains procedure to patient using appropriate methods of communication

PTA 1121 CLINICAL KINESIOLOGY LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Identify bones and their landmarks of the neck and trunk • Identify muscles and their actions of the head and trunk • Identify bones and their landmarks of the shoulder girdle and shoulder joint • Identify muscles and their actions of the shoulder girdle and shoulder joint • Identify bones and their landmarks of the elbow and wrist • Identify muscles and their actions of the elbow and wrist • Identify bones of the wrist and fingers • Identify muscles and their actions of the hand 	<ul style="list-style-type: none"> • Demonstrates ability to accurately identify the bones and their landmarks of the head, trunk, and extremities • Demonstrates the ability to accurately identify muscles and their actions of the head, trunk, and extremities • Demonstrates the ability to accurately palpate bony landmarks and muscles • Demonstrates professional conduct throughout all lab activities • Demonstrates the ability to accurately identify normal and abnormal posture using a plumb line from an anterior, posterior and lateral views

<ul style="list-style-type: none"> • Identify bones and their landmarks of the pelvic girdle and hip • Identify muscles and their actions of the pelvic girdle and hip • Identify bones and their landmarks of the knee • Identify muscles and their actions of the knee • Identify bones and their landmarks of the ankle and foot • Identify muscles and their actions of the ankle and foot. • Palpate bony landmarks and muscles • Postural assessment 	<ul style="list-style-type: none"> • Students demonstrate respect for the bones, skeletons and muscle models and keep all parts intact and procure and return equipment to its appropriate area.
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PTA 1241 PRINCIPLES OF PHYSICAL THERAPY LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Anthropometric measurements • Application and removal of PPE • Bed mobility training • Bed positioning • Body mechanics • BLS for healthcare providers • Gait training with a cane on level surfaces and stairs • Gait training with a walker on level surfaces and stairs • Gait training with crutches on level surfaces and stairs • Handwashing • Gathering of vital signs • Sliding board transfers • Pivot transfers bed to wheelchair • Wheelchair management • Wheelchair fit confirmation • Pain assessment 	<ul style="list-style-type: none"> • Performs hand hygiene using alcohol-based hand sanitizer • Identifies self as a SPTA • Obtains consent for performance of measurement • Explains procedure to patient using appropriate forms of communication • Accuracy of weight measurement within 5 lbs of examiner • Accuracy of height measurement within 2 inches of examiner • Accuracy of limb length measurement within 1 inch of examiner • Washes hands after patient contact • Positions the patient's upper and lower extremities appropriately based upon the direction of the roll (for example: places left LE over the right LE, arms crossed over chest if rolling to the right; vice versa if rolling to the left) • Rolls the patient toward the student clinician by pulling on the posterior scapula and posterior pelvis; rolls the entire body together as one unit • Places pillows in appropriate locations to support patient's head, trunk, and extremities • Moves patient upward in bed using drawsheet with help of co-worker; carefully clears buttocks in order to avoid shearing forces to patient's skin • Moves patient toward the edge of the bed nearest the student clinician • Elevates the patient's trunk by lifting under the upper trunk and instructing the patient to push up using upper extremities

	<ul style="list-style-type: none">• Pulls the patient's lower extremities over the side of the bed as the patient's trunk is raised; the student clinician maintains control of the lower extremities during this maneuver and does not let them drop as the patient sits up• Stays close to the patient and monitors the patient's ability to maintain a seated position safely• Once patient is supine, positions pillows appropriately to support the patient's head, trunk, and extremities• Locates and explains potential sites of pressure associated with supine position to examiner• Locates and explains potential sites of pressure associated with sidelying position to examiner• Demonstrates proper use of pillows to reduce pressure at the greater trochanter of the bottom leg; accomplished by placing pillows under bottom leg distal to the greater trochanter and under the trunk proximal to the greater trochanter• Reviewed patient's care plan established by supervising PT• Remained beside and slightly behind patient with one hand on gait belt as patient ambulates• Remained behind patient with one hand on gait belt as patient ascended stairs• Remained in front of patient with one hand on gait belt as patient descended stairs• Assisted the patient to a standing position by grasping gait belt and asked the patient to use one hand to push up from the chair• Checked walker to assure rubber suction cups are secure on all legs, no rough or damaged edges on hand rests• Checked crutches to assure rubber suction cups are secure on both legs, no rough or damaged edges on hand rests• Determines if pain is present• Applies protective cover to digital thermometer• Accuracy is within 5 mmHg for systolic and diastolic readings• Accuracy is within 2 breaths per minute of evaluator's determination• Accuracy is within 2 beats per minute of evaluator's determination• Obtains consent from patient to assess vital signs• Locks the wheelchair brakes• Transfers patient to standing position by lifting on gait belt and stabilizing patient's knees
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	<ul style="list-style-type: none"> • Properly ascends sloped surfaces with patient in wheelchair • Properly descends sloped surfaces with patient in wheelchair • Properly ascends single elevation (such as a curb) with patient in wheelchair • Properly descends single elevation (such as a curb) with patient in wheelchair • Patient properly positioned and draped for each treatment procedure • Monitored patient’s response appropriately throughout treatment interventions • Verbalized to examiner appropriate procedures to follow according to a patient’s clinical indications or change in status • Retrieved information in an appropriate manner from the patient and/or caregiver regarding any changes in the patient’s condition since previous treatment session • Performed appropriate patient transfer technique with evidence of skill and safety • Documented session legibly using appropriate format • Demonstrated professional behavior during session
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PTA 2122 THERAPEUTIC PROCEDURES LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Commercial cold packs • Ice massage • Moist heat pack • Paraffin bath • Ultrasound • Phonophoresis • Extremity girth measurement with a tape measurement • Pain assessment 	<ul style="list-style-type: none"> • Explains procedure to patient using appropriate methods of communication • Inspection of treatment site before application of cryotherapy (skin color, integrity, sensitivity) • Inspects condition of skin at treatment site following removal of cryotherapy agent • Properly applies cold pack to the knee for pain management and edema control • Properly applies ice massage to the elbow • Inspection of treatment site before application of heating agent (skin color, integrity, sensitivity) • Properly applies hot pack • Inspects condition of skin at treatment site following removal of heating agent • Properly applies paraffin • Inspection of treatment site before application of athermal ultrasound (skin integrity, skin sensitivity) • Inspection of treatment site before application of thermal ultrasound (skin integrity, skin sensitivity)

	<ul style="list-style-type: none"> • Adjusts athermal ultrasound to appropriate parameters regarding duty cycle and frequency • Adjusts thermal ultrasound to appropriate parameters regarding duty cycle and frequency • Moves ultrasound head within treatment area at appropriate speed (approx. 4 cm/sec) using smooth, fluid motion with overlapping strokes • Adjusts athermal ultrasound to appropriate intensity • Adjusts thermal ultrasound to appropriate intensity • Inspects condition of skin at treatment site following use of ultrasound • Reviews patient’s plan of care established by supervising PT • Introduced self as a SPTA • Obtained consent to treat patient • Delivered clear instructions to patient during session • Demonstrated professional behavior during session • Assessed skin of planned treatment site before and after modality use • Recognizes contraindications for planned procedures • Patient properly positioned and draped for each treatment procedure • Monitored patient’s response appropriately throughout treatment interventions • Verbalized to examiner appropriate procedures to follow according to a patient’s clinical indications or change in status
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PTA 2122 PART II

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Intermittent pneumatic compression • Extremity compression bandaging • Volumetric measurement • Whirlpool • Basic dressing change with aseptic technique • Wound assessment • Massage • NMES • IFC • EMG biofeedback • Mechanical cervical traction • Mechanical lumbar traction 	<ul style="list-style-type: none"> • Checks for contraindications • Inspection of skin before application of electrical modality • Adjusts intensity to appropriate level according to treatment goal and patient comfort • Makes sure intensity is off prior to removal of electrodes • Applies compression bandage with appropriate tension to ankle/foot • Applies compression bandage with appropriate tension wrist/hand • Checks status of limb circulation after application of compression bandage • Fills tank with water to appropriate temperature • Empties, cleans, and disinfects the whirlpool • Checks blood pressure before treatment

	<ul style="list-style-type: none"> • Turns on power and adjusts pump to appropriate pressure • Washes hands and dons disposable gloves • Recognizes viable vs nonviable tissue • Establishes sterile field for dressings and opens sterile packages in appropriate manner • Dons sterile gloves • Applies saline-soaked gauze to wound bed with aseptic technique • Makes sure that traction force setting is reset to zero before turning on power • Adjusts timer to appropriate setting • Adjusts cervical traction force to appropriate setting (not to exceed 30 lbs and/or patient tolerance) • Leaves emergency shut-off device with patient • Leaves call bell in reach • Adjusts lumbar traction force to appropriate setting (not to exceed 50% of body weight and/or patient tolerance) • Reviews patient's plan of care established by supervising PT • Introduced self as a SPTA • Obtained consent to treat patient • Delivered clear instructions to patient during session • Demonstrated professional behavior during session • Assessed skin of planned treatment site before and after modality use • Recognizes contraindications for planned procedures • Monitored patient's response appropriately throughout treatment interventions • Verbalized to examiner appropriate procedures to follow according to a patient's clinical indications or change in status • Performed treatment intervention with evidence of skill and safety
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PTA 2142 THERAPEUTIC EXERCISE AND CARDIOPULMONARY REHABILITATION LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Aerobic conditioning • Isometric exercises • Isotonic exercises • AROM exercises • PROM exercises • Stretching exercises • Muscle length assessment 	<ul style="list-style-type: none"> • Performs hand hygiene with alcohol-based hand sanitizer • Washes hands after patient contact • Instructs patient in proper and safe exercise for PROM for specific joint • Instructs patient in proper and safe exercise for AROM for specific joint

<ul style="list-style-type: none"> • Teaching of ROM program to a caregiver • Balance assessment • Balance exercises • Open/closed chain exercises • Plyometric exercises • UE/LE PNF patterns • Reactive neuromuscular training • Measurement of chest expansion • Postural drainage • Chest percussion • Home exercise program design • Application of orthotic devices 	<ul style="list-style-type: none"> • Instructs patient in proper and safe exercise for stretching for specific joint • Instructs and demonstrates Home exercise program for a specific joint for stretching exercises • Assess muscle length with goniometer using appropriate land marks • Accurately measures within 5 degrees of evaluator • Moves extremity through appropriate ranges of motion • Positions patient appropriately to facilitate drainage of area of secretion • Performs percussion to appropriate area with appropriate cupping technique • Instructs patient in coughing techniques following percussion • Checks vitals before exercise • Checks vitals during exercise • Checks vitals after exercise
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PTA 2211 MUSCULOSKELETAL REHABILITATION LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Implement a post-surgical rehab protocol for cervical spine • Implement a post-surgical rehab protocol for the lumbar spine • Implement a post-surgical rehab protocol for the shoulder • Implement a post-surgical rehab protocol for the hip • Implement a post-surgical rehab protocol for the knee • Implement a rehab protocol for a patient with an AKA • Implement a rehab protocol for a patient with a BKA • Stump wrapping for AKA and BKA • Delivery of instruction regarding use of an orthosis 	<ul style="list-style-type: none"> • Reviews patient's plan of care established by supervising PT • Introduced self as a SPTA • Obtained consent to treat patient • Delivered clear instructions to patient during session • Demonstrated professional behavior during session • Assessed skin of planned treatment site before and after modality use • Recognizes contraindications for planned procedures • Monitored patient's response appropriately throughout treatment interventions • Verbalized to examiner appropriate procedures to follow according to a patient's clinical indications or change in status • Performed treatment intervention with evidence of skill and safety

PTA 2221 NEUROLOGICAL LIFESPAN CONCEPTS LAB

Skills	Critical Safety Indicators
<ul style="list-style-type: none"> • Inhibition techniques • Facilitation techniques • Developmental activities training • Implement a rehab protocol for a patient with a stroke • Implement a rehab protocol for a patient with a spinal cord injury 	<ul style="list-style-type: none"> • Reviews patient’s plan of care established by supervising PT • Introduced self as a SPTA • Obtained consent to treat patient • Delivered clear instructions to patient during session • Demonstrated professional behavior during session • Assessed skin of planned treatment site before and after modality use • Recognizes contraindications for planned procedures • Monitored patient’s response appropriately throughout treatment interventions • Verbalized to examiner appropriate procedures to follow according to a patient’s clinical indications or change in status • Performed treatment intervention with evidence of skill and safety



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RECEIPT OF STUDENT HANDBOOK AND ACCEPTANCE OF RESPONSIBILITY

I DO HEREBY ACKNOWLEDGE THAT I HAVE RECEIVED THIS PTA PROGRAM STUDENT HANDBOOK AND WILL BE ACCOUNTABLE FOR ITS CONTENTS. I HAVE READ THE STATEMENTS, POLICIES, AND PROCEDURES OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM. I UNDERSTAND THESE POLICIES AND PROCEDURES AND I AGREE TO ABIDE BY THEM WHILE ENROLLED IN THE PTA PROGRAM. I ALSO UNDERSTAND THAT ANY OF THESE POLICIES MAY BE UPDATED OR REPLACED. I AGREE TO ABIDE BY THE UPDATES OR CHANGES, FOLLOWING NOTIFICATION OF SUCH. I UNDERSTAND THAT FAILURE TO COMPLY WITH THE ESTABLISHED POLICIES AND PROCEDURES MAY BE GROUNDS FOR DISMISSAL FROM THE ARKANSAS TECH UNIVERSITY- OZARK CAMPUS PHYSICAL THERAPIST ASSISTANT PROGRAM.

Student Name

Date
