Substantive Change Proposal

Physical Therapist Assistant Associates Degree
Program offered by Division of Nursing and Allied Health
At College of the Sequoias

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College of the Sequoias
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The purpose of this report is to request approval for an Associates of Science Degree in Physical Therapist Assistant at the College of the Sequoias.

Brief Description of the College of the Sequoias

College of the Sequoias (COS) is a public two-year community college located in Visalia, California. The current enrollment of COS is over 13,000 students, and the college offers a variety of transfer, vocational and community-based classes which include an AS Degree in Nursing as well as other Allied Health Certificates.

College of the Sequoias was originally established in 1926 as Visalia Junior College and was a department in the city high school. Its mission at that time was to provide inexpensive, lower-division college education to local high school graduates who intended to transfer to a traditional four-year college. Visalia Junior College was later expanded and a campus was built in 1938. The campus was built on the current college grounds in Visalia. In 1949, it expanded further and formed the College of the Sequoias Community College District.

The College of the Sequoias serves the communities of: Corcoran, Exeter, Hanford, Farmersville, Lindsay, Orosi, Three Rivers, Tulare, Woodlake, and Visalia. In addition, the District serves both major portions of both Tulare and Kings Counties. According to the District's Master Plan, the College will have three campus/center sites, which include Hanford, Tulare, and Visalia.

College of the Sequoias is part of California's public community college system of 112 campuses in 72 districts across the state. There are three areas of the College's Mission to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. First, COS is a comprehensive community college focused on student learning that leads to productive jobs through Career and Technical Education programs. Second, COS affirms our mission is to empower students to earn degrees, certificates, and transfer to 4 year colleges and universities. Lastly, College of the Sequoias is committed to supporting students' mastery of basic skills and to provide programs and services that foster student success.

COS is a fully accredited California Community College serving Tulare and Kings Counties in the middle of California's vast San Joaquin Valley. It offers 91 certificate and 64 AA/AS Degree programs in a variety of vocational, technical and academic disciplines. COS's programs articulate
with both University of California and California State University systems as well as private colleges and universities. The College's student body is diverse. College of the Sequoias has seen a significant increase in the enrollment of Latino and low-income students who are the first in their families to attempt higher education. The district includes large numbers of migrant workers and their families, chronically high unemployment, high rates of poverty, and low levels of educational attainment. A large number of residents are from homes where English is not the primary language spoken.

**Description of Proposed Change**

The Physical Therapist Assistant program was developed due to an immediate shortage and long-term projected need for highly trained, licensed physical therapist assistants. The program supports the health care industry, which is on the strategic priority areas outlined by the California Community Colleges Economic Workforce Development Program (EWD). The PTA program will support the achievement of eight of the ten EWD mission statements. The program also meets the specifications for a grant, funded by the Industry Driven Regional Collaborative. The grant was awarded to COS to develop a physical therapist assistant (PTA) education and training program within geographic region 5, which is central California.

The need for the program was based on comprehensive needs assessment and environmental scan which included analysis of the labor market and projections for the region, surveys and feedback from regional health care providers, including hospitals, clinics and other medical facilities that employ PTA’s. The need was also based on the importance of physical therapy being available in an area to decrease the economic impact of disabilities. Access to quality, licensed physical therapy services can dramatically reduce the economic costs. Research data indicate that the number of sick-leave days was significantly lower in the group that had access to physical therapy. Even though there was data to support the occupational opportunities, and that data indicated the need for physical therapy education, no community college in the region has a physical therapist assistant program. There are only four PTA programs in California at the community college level. Based on responses from the industry to the RHORC (Region 5 Regional Health Occupation Resource Center) 62% of healthcare providers expressed interest in sending employees to a local PTA program and 87% of healthcare providers agreed to provide clinical training sites for the program.

The shortage of health care providers in central California, Region 5, exacerbates an already serious healthcare situation in the region. According to several reports, much of the Central Valley is designated as being medically underserved. The COS PTA program will fill the gap for training as well as help meet industry need and improve the health care delivery to a medically underserved population.
The Chancellor’s Office of California Community Colleges awarded the College of the Sequoias a grant in conjunction with the Economic and Workforce Development Program as well as the Industry Driven Collaborative in Economically Distressed Areas. The 2008/09 grant was for $152,253 and for 2009/10 was $247,134. This amount was reduced due to financial crisis at the state level. College of Sequoias was able to allocate other Allied Health funds to cover the shortage and continue with the development phase of the PTA program. The grant resulted in an industry driven collaborative with 16 regional physical therapy partners, partnerships within the Region 5 RHORC as well as the other community colleges in California and one area university, California State University, Fresno.

College of the Sequoias PTA program will become part of the College’s growing Allied Health Programs. The program has been developed in direct response to an urgent need by the regional healthcare industry for well trained and licensed physical therapist assistants. The program will be implemented in partnership with more 38 different clinical sites and potential employers that provide on the job internships.
Discussion of the Rationale for the Change

The need to develop a physical therapist assistant AS degree program is based on a comprehensive needs assessment and environmental scan which included: review and analysis of labor market information and projections from the region; program accreditation requirements (all programs in California must, by law, be accredited); surveys, feedback, and guidance from regional healthcare providers; review of healthcare industry data and the role of physical therapy in the healthcare delivery system; review and assessment of regional economic forecast data for the Central Region.

The program has received Candidacy Status by the Commission Accreditation in Physical Therapy Education (CAPTE), and successful completion of the requirements qualifies the graduate to sit for the National Physical Therapy Examination. The successful PTA may begin employment in a wide variety entry level position. Jobs are readily available and there is full employment for those who choose to work.

Labor Market Information & Analysis
There is an urgent shortage and long-term demand for skilled, licensed physical therapist assistants. Physical therapist assistants will help augment the loss the healthcare industry will suffer when physical therapists are not available. In addition, a survey of regional healthcare providers conducted by the Region 5 Health Occupations Resource Center (RHORC Survey, 2008) indicated that a full 50% of the health care providers had immediate, unfilled physical therapist job vacancies. In addition, 50% of surveyed healthcare providers also indicated a need to fill at least one new physical therapist assistant job in the next 12 months. The long term demand for new physical therapist assistant will be very high at the national, state, and Region 5 levels. In fact, as can be seen from the following data demand in Region 5 will be higher than at both the national and state levels. In addition to new jobs, data indicated that there will be an additional need for replacement workers for more than 200 current physical therapist assistants. In total, Region 5 must train, recruit, or otherwise find nearly 350 licensed physical therapist assistants by 2014 to meet regional needs (California Labor Market Information, Occupational Projections 2004-2014).
Physical Therapist Assistant Occupational Projections

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
<th>Region</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.A. (through 2016)</td>
<td>+33.3%</td>
<td>California (through 2014)</td>
<td>+35.0%</td>
</tr>
<tr>
<td>Region 5/Central Region (through 2014)</td>
<td>+42.9% (rates for Region 5 counties are below):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresno</td>
<td>+46.5%</td>
<td>Monterey</td>
<td>+33.3%</td>
</tr>
<tr>
<td>Kern</td>
<td>+38.5%</td>
<td>Mother Lode Counties</td>
<td>+53.6%</td>
</tr>
<tr>
<td>Kings</td>
<td>+50.0%</td>
<td>San Joaquin</td>
<td>+47.6%</td>
</tr>
<tr>
<td>Madera</td>
<td>+40.0%</td>
<td>Stanislaus</td>
<td>+39.4%</td>
</tr>
<tr>
<td>Merced</td>
<td>+42.8%</td>
<td>Tulare</td>
<td>+40.0%</td>
</tr>
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The Planning Process: The Need for the Request for Change

The COS PTA Program was planned under the auspices of grant funded by the Regional Health Occupations Resource Center. This grant provided funding through June 2010. The seed funds provided by this grant are supplemented by funding in the Nursing and Allied Health Division. The vast majority of equipment purchases have been made and the program is housed in a newly built Nursing and Allied Health Building. Therefore, no further large expenses are or space modifications are anticipated.

The College of the Sequoias Physical Therapist Assistant program will continue to work closely with firms and agencies working in the field to provide support to the students, the college, and also the industry. The college will work with the APTA/CAPTE and professionals to ensure that the courses and activities are aligned with industry standards. The COS PTA Advisory Board meets two times per academic year to give feedback on the program and long range planning.
The Resource Allocation Process

The Program Review process is the primary institutional planning structure at College of the Sequoias. After concerns with the process in an Accreditation Visit, an ad-hoc committee of the Academic Senate was convened in mid-spring 2008. The Committee's charge was to review and revise the Program Review processes and format. The Committee consisted of the academic senate president and vice president, eight faculty members including many current and former division chairs, and the last accreditation chair.

The Committee reviewed program review processes. It was decided that funding processes needed to be clearly identified and agreed upon based on assessed needs from program reviews. In conjunction with the college president, the Committee developed budget decision-making flow charts. In addition to identifying the processes for funding, the flow charts also stipulated the use of program reviews as the source of information to evaluate the funding requests from programs (see attached Administrative Procedures 3261, 3262, 3263). The Committee decided on a format for program review that mirrored the current accreditation standards in May 2008 and then developed a full template for program review in fall 2008. This format included standardized data and evaluation criteria for each section. The format includes annual updates that are appended to the corresponding sections of the full program review. This will allow programs to be focused on their plans and allow assessment and potential modifications for their progress. The new program review was presented to the academic senate and was approved in December 2008. The newly modified program review committee began to implement the new format in spring 2009. Instructions and timelines were developed and also placed on the Intranet. Training sessions were held for programs undergoing full program reviews. Instructions for programs which only had annual updates were developed and distributed to Instructional Council. The makeup of the second level review committee was developed and implemented.

To oversee the process the Institutional Program Review Committee (IPRC) is a standing committee of the College Council. The committee is responsible to:

A. Actively participate in the Program Review process in an advisory capacity that includes receiving periodic updates from Program Review committees, and responding constructively; addressing any IPRC concerns about content or direction and suggestions for improvements.

B. Devise a program review timelines and monitor the progress of units that are scheduled to produce program reviews.

C. Assure that program review timelines and process are followed by all participants.

D. Evaluate program review documents from each of the three services areas (Academic, Administrative, and Student).

E. Establish a rating system that indicates the overall quality of each program's review document based upon program and course approval criteria.

F. Report to the College Council on the final status of each program review, making the
documentation available for public examination.

The membership of the IPRC consists of representatives from the three administrative areas; Academic Services, Administrative Services and Student Services. Serving as Co-chairs of the committee are the Vice President of Academic Services (or designee), and a co-chair selected by the College Council.

Program Reviews for each area are undergone every five years. In addition, an update is completed annually to identify new needs, evaluate program effectiveness, and purposed changes and or additions to Program Plans.

From these Program Reviews, data is evaluated and analyzed and the process provides for evaluation of adequate human, administrative, financial, and physical resources to adequately initiate, maintain, and monitor programmatic needs and to assure that the appropriate activities undertaken.

**Human Resources**

The PTA program is part of the Allied Health Department and the program director reports to the Division Chair of Nursing and Allied Health, as well as to the Dean of Nursing, Allied Health and Physical Education. The Program Director was hired in January 2009 to develop the program. She has developed the program to meet the academic standards of COS as well as those required by CAPTE. The second Full Time employee in the program is the position of ACCE/Faculty and was hired on November 2009 to ensure that the clinical education component of the program meets CAPTE standards and the students are exposed to best practices. It will be the responsibility of the Program Director and ACCE/Faculty member to insure the academic and professional standards for safe, legal and ethical performance of students are met and sustained. This has been developed in the curriculum, clinical education and assessment process. Cindy DeLain, RN, MSN, is the Dean of Nursing, Allied Health and Physical Education and has experience developing Allied Health programs requiring accreditation and has overseen this process in ensure that academic and professional standards have been met.

COS Board Policies in regard to Recruitment and Hiring were followed for all PTA program positions (Program Director and ACCE/Faculty)

The COS PTA program adheres to all COS processes including participatory governance, academic honesty, and student learning outcomes for academic coursework and clinical affiliations that include objective measurable criteria. COS has an excellent registered nursing and other allied health training programs. The COS PTA program is subject to the same academic and technical support afforded all other programs on campus.

The workload policies for the PTA program will be consistent with other programs system wide and will follow the COS Board Policies of Academic Freedom as well as Program, Curriculum and Course Development.
Financial Resources
The program planning and development activities have been used to establish the fiscal resources needed for the operation of the program. The Program Director, working with the Dean of Nursing and Allied Health, calculated fiscal resources required for full program implementation. Ongoing expenses will be met through the revenues received from the state reimbursement of the estimated Full Time Equivalent Students.

The on-going budget process includes yearly program review update for faculty-identified needs, and other program obligations related to providing appropriate levels of qualified faculty and resources sufficient to meet all program objectives. In addition to the yearly program review update, the COS PTA program in conjunction with its allied health division partners has established baseline budget needs and expenditure priorities. The budget process and approvals resulted in a specified PTA program budget protected as a line item allocation. Annual above base budget requests are submitted through the program review process for approvals and funding.

Physical Resources
The program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. The program shares a new Nursing and Allied Health building that will provide the program classrooms, a skills lab, a large meeting room, a computer lab, and program storage. Storage for student records will remain in the PTA office, John Muir 127. Office square footage is approximately 300 square feet.

The classrooms identified for the PTA program are Hospital Rock (HR) 126 and 127. As noted, both are smart classrooms that provide a full range of instructional media. In addition to the classrooms, the students and faculty of the COS PTA program have access to the computer lab (HR 110). This lab is available to class sessions, or for study, in a posted schedule that varies by semester. The computer lab is used for testing, patient scenarios and other computer based learning activities. The COS PTA program also utilizes the Allied Health Skills Lab (HR 113). This space allows for full set up of the PTA equipment, as needed to present instruction and provide for student practice. In addition to the instructional/practice space, there is an adjacent dedicated storage closet for extra equipment and supplies. The square footage for the classrooms and storage in the Hospital Rock Building is 3154 square feet.

Additionally, the COS PTA program will utilize the Sports Medicine and Athletic Training room for additional lab space. This space provides a whirlpool therapy room, 15 individual treatment tables, and other modalities needed for this course such as ultrasound, ice/heat application, electrical stimulation and various pieces of exercise equipment. Total square foot for this area in Sports Medicine Clinic is 2079 square feet.
The program has sufficient offices and space for academic faculty and staff.

The COS PTA program and core faculty are assigned office space in the John Muir building. The rooms assigned are JM 125, 127 and JM128. All offices are completely furnished and provide computers and printers for PTA staff. The PTA office space is also designed to contain a meeting space for student conferences, and the PTA Program library. Total square footage for office space is approximately 300 square feet.

Clinical education experiences are of sufficient quality, quantity and variety to prepare students for their responsibilities as physical therapist assistants.

The COS PTA program plans to place 52 students in clinical education sites beginning in the spring 2012 semester. In order to accomplish this activity, the program has developed clinical affiliations for student placements. Clinical agreements for over 80 placements sites are complete with signed contracts/MOU from Clinical site and COS President with COS Board approval.

The COS PTA program continues seeking the widest possible variety of clinical affiliations in order to present students with a full range of experiences. The types of sites currently under agreement include:

- Outpatient Physical Therapy Clinics
- Acute Rehabilitation Hospital
- Hospital with In & Out Physical Therapy Departments
- Extended Care Facilities
- Skilled Nursing Facilities

Additional contracts are being sought and we get calls weekly from potential employers in our economic region who are anxious to work with our students. We are looking for additional acute care placements.

The COS PTA program developed a formal process to assess clinical sites and determine if the site can offer clinical experiences consistent with the goals of the program’s educational model. That process consists of systematic contact, recruitment, and evaluation.

**Library and Technology Resources**

The resources of the institutional library system and related learning resource centers are adequate to support the needs and meet the goals of the program.

The COS PTA program, faculty and students have full access to the library resources, including the technological resources. These resources include:

- Learning Center, this resource is explained on the internet at: [www.cos.edu/lrc](http://www.cos.edu/lrc).
In addition to the library and its targeted services, all COS PTA students may access the tutoring services available on campus. These services are available for a variety of areas:

1. Math Tutorial Center: Trained student tutors and math faculty are available for most classes Monday through Thursday 7:30 am to 7:30 pm and Friday 8:00 am to 3:30 pm.

2. Writing Center: Trained student tutors and English faculty are available from 9:00 am to 2:00 pm Monday through Thursday, 9:00 am to noon on Friday, and some mid-week evening hours.

3. Other Drop-in and One-on-One Tutoring: tutoring for multiple subjects, such as English, Biology, and Chemistry, as well as one-on-one tutoring. Students are scheduled with a qualified tutor to meet on a regular basis for free. Tutors are available for most classes Monday through Thursday 8:00 a.m. to 5:30 p.m. and Friday 8:00 a.m. through 3:30 p.m. Students may sign up for one hour per day and may meet with a tutor two times a week per subject.

4. Learning Skills Lab: This lab is a great resource for help with basic skills. A student can earn 1-3 units per semester by signing up for the Learning Skills Lab and studying there for the required number of hours.

5. Instructional Media: This department provides the following services: Video filming, editing, and deployment, Media Curriculum design and deployment, Recommendations of Educational Technology equipment and training, Media storage, Multimedia Presentations design and deployment, Web-enabled multimedia enriched material, Audio/Video Web based streaming and conversion, Digital photos, and Audio/Video Podcasts on Apple's iTunes U.

6. PTA Tutorial classes are offered each semester. An Adjunct faculty member who is a PTA employed in the community helps students with cognitive and psychomotor skills with didactic tutoring as well as skills lab instruction.

In addition to the institutional library and resources, the COS PTA program offers the following resources to its students and faculty:
The program resources are located in the PTA office or lab, with an area dedicated to on-site review.

All textbooks located in the COS PTA office are duplicated in the COS library.

Technology for instructional purposes is easily accessible and is of sufficient quantity and quality to meet the needs of the program.

The COS PTA program utilizes technology to support instruction and to increase student learning opportunities. The program utilizes the following to provide open access and support student learning modalities.

1. Smart Classrooms. A smart classroom is a classroom that has an instructor station equipped with computer and audiovisual equipment, allowing the instructor to teach using a wide variety of media. These include DVD and VHS playback, PowerPoint presentations, and more, all displayed through a data projector.

2. Personal Response Systems. Personal Response Systems are also known as “clickers,” and allow students to answer questions in large classrooms, with their answers automatically recorded by the instructor’s receiver at the front of the room. Faculty are using them to assess student understanding of their readings, provoke discussion, provide a quick assessment and generally increase student engagement.

3. Blackboard Curriculum Management System. This classroom management system allows instructors and students to view on-line information, submit assignments, conduct discussions and make input, and test. One of the main benefits of this methodology is that it allows explicit direct instructions which can be best utilized by students in meeting course objectives.

4. Recording Equipment. The COS PTA program owns video recording equipment that is utilized to record movement of students and other subjects for classroom analysis. This video is then available through the technology employed by the program. In addition to the recording equipment, the program uses audio recording of class lectures.
Eligibility Requirements

F. Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail.

Authority
The College of the Sequoias is a fully accredited comprehensive two-year community college. The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. College of the Sequoias is listed in the directories of the United States Office of Education, American Council on Education and is a part of the California Community Colleges system. The University of California and the California State University systems, as well as other public and private colleges and universities, grant credit for transfer courses completed at College of the Sequoias. The addition of the COS PTA program compliments the authority of COS to award an AS degree in Physical Therapist Assistant.

Mission
The COS PTA program supports the College mission, which reads:

College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement. College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

The Mission statement was adopted by the Board of Trustees on May 14, 2007, and is reviewed annually. The Mission Statement is published in the General Catalog, the Schedule of Classes, the College website, and is displayed in many offices around campus. The addition of the PTA program provides a degree program that leads directly to employment opportunities.

The COS PTA Program Mission statement supports that of the college. In keeping with the mission of College of the Sequoias, the PTA program mission is to graduate well-educated, competent, caring, quality physical therapist assistants. The PTA Program designed for optimal use of educational and clinical resources.
We endeavor to educate students who:

- Strive for excellence
- Commit to high ethical standards
- Appreciate racial, social and cultural diversity
- Invest in community/industry improvement
- Engage in lifelong learning

Graduates will be able to:

1. Pass the national physical therapist assistant licensure exam. (Exam pass rate)
2. Demonstrate competence in the cognitive, psychomotor and affective domain necessary to provide Physical Therapy services under direction of a Physical Therapist. (Graduation rate)
3. Adhere to professional behaviors set by APTA’s Code of Ethics and Guideline for Conduct of the Physical Therapist Assistant. (Student PTA membership)
4. Demonstrate patient safety at all times. (Lab Check off’s)
5. Achieve a successful transition from an education program to professional employment as a PTA. (Rate of employment)

Governing Board
The Board of Trustees of the College of the Sequoias consists of five elected representatives from the five geographical wards that comprise the District. The Board of Trustees is the policy making body of the College. The Board of Trustees Policy Manual contains policies, duties, responsibilities, ethical conduct requirements, and structure and operating procedures for the Board. The Board of Trustees is responsible for establishing the policies that ensure the quality and effectiveness of student learning programs and services, and to maintain the financial stability of the District. Policies are regularly reviewed by our Board to ensure alignment with our College mission.

Chief Executive Officer
The Interim Superintendent/President of College of the Sequoias is Brent Calvin. He was appointed by the Board of Trustees effective July 1, 2011. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board under the Education Code 70902 and 72400, under Title 5 regulations and Board Policy 1095.

Administrative Capacity
The administrative staff is outlined in the organizational charts for the College. The College has sufficient administrative capacity. All administrative personnel meet or exceed the minimum
qualifications for the positions they hold. The PTA Program reports directly to the Academic Dean of Nursing, Allied Health, Physical Education and Athletics. Refer to the COS Organizational chart in the Appendix.

Operational Status
College of the Sequoias Community College District is in its eighty-fifth year of operation. The College offers courses at the Visalia campus, the College Farm, the Hanford Educational Center, and in various locations throughout the District. In the Fall 2010, COS served over 13,000 (unduplicated headcount) students.

Degrees
College of the Sequoias offers 162 Associate of Arts/Science degree and vocational certificates. The requirements for these degrees and certificates are published in the General Catalog, are available on the College’s website, and are available as “Major Sheets” from the Counseling Division.

Educational Programs
All certificate and degree programs at the College of the Sequoias are listed in the General Catalog, which includes the COS PTA degree program. These programs have been developed by specific departments and approved by the Campus Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor’s Office. Each program is in a recognized postsecondary field of study and contains sufficient content and rigor. In addition, each program meets the mission of the College “…to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.” The College also provides instruction in English and mathematics basic skills and in English as a Second Language. These courses help the College meet its mission “…to supporting students’ mastery of basic skills and to providing programs and services that foster student success.” The COS PTA degree program is congruent with the College mission.

Academic Credit
College of the Sequoias awards credit for coursework using the Carnegie Standard, as defined in Title 5 of the California Education Code, as a minimum. Generally, one unit of academic credit is awarded for one hour of lecture/discussion per week. A minimum of three hours of laboratory per week is equivalent to one unit of credit. The PTA courses require the same rigor and transferability that leads to awarding of academic credit.

Student Learning and Achievement
College of the Sequoias develops and assesses student learning outcomes for its courses and programs as part of the Program Review process. Resource allocation is tied to Program Review. Required analysis of student learning as part of the Program Review process is designed to lead to continuous quality improvement. In 2010-2011, the College created and
staffed a full-time faculty coordinator position to lead curriculum and student outcomes assessment efforts across the entire College.

General Education
All degree programs at College of the Sequoias require the completion of nineteen units of general education. At least three units are chosen from each general education area: Written Communication; Oral Communication and Analytical Thinking; Natural Science; Humanities; and Social/Behavioral Science. Nine units are chosen from subject requirements: Information Competency; Dance, Intercollegiate Athletics or Physical Education activity courses; and Health and Wellness. The Campus General Education and Curriculum Committees are responsible for the approval of courses that meet these requirements. Courses that meet these area requirements are listed in the General Catalog. The General Catalog also includes the College’s philosophy of general education. Distance education courses support students earning their General Education credits by offering alternative modes of delivery which increases student access and success.

Academic Freedom
The College of the Sequoias Community College District affirms and supports the basic principles of Academic Freedom as enumerated in the Association of American University Professors 1940 Statement of Principles of Academic Freedom, Sections (a), (b), and (c) and as approved by the Academic Senate on April 14, 1999.

a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.

c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

These academic freedom principles are exercised and respected through our PTA AS degree program.
Faculty
As of Spring 2011, the College of the Sequoias employed 159 full-time faculty and 353 part-time faculty. All faculty meet the minimum qualifications for employment as outlined in the Hiring Policy. All full-time faculty and their degrees are listed in the General Catalog. Faculty duties and responsibilities are described in the COSTA Master Agreement (distributed to each faculty member and available online). Full time and adjunct faculty for the PTA program have all met minimal requirements to teach at COS and four of the faculty have DPT degrees (Doctoral in Physical Therapy Education).

Student Services
The College of the Sequoias provides a comprehensive set of student services to all students. These services are described in the General Catalog, the Schedule of Classes, the College’s website, and through the COS PTA Orientation program. The College offers many programs that serve the general student body (Academic Counseling, Financial Aid, Student Health Center, Transfer/Career Center), as well as specialized services designed for certain student populations (Disability Resource Center, Extended Opportunity Programs and Services/Cooperative Agencies Resource for Education, Cal WORKS). The student services support student learning and assist students with their matriculation.

Admissions
College of the Sequoias’ admissions policy and procedures are clearly outlined in the General Catalog, the Schedule of Classes, and on the College’s website. In general, students must be 18 years or older and have graduated from high school or successfully completed the California High School Proficiency Examination or the General Education Development Test. The College may admit students under 18 years of age if there is evidence that the student will benefit from college level instruction.

The COS PTA program has developed an admission process that meets all institutional and program requirements for validated student success indicators. All application criteria are academically-based. The result is objective criteria that are utilized with presumptive neutrality and sufficient data is collected to perform regression analysis.

The COS PTA program admission criterion includes:

- Student meets basic institutional criteria to be a student at a California Community College.
- Student must possess an overall GPA of at least 2.5. The cumulative GPA may be used, or the student’s GPA in the student’s general education courses specific to completion of an A.S. degree in PTA.
- Student has completed perquisite courses in Anatomy and Physiology. These courses must have been completed with a GPA of at least 2.5, and be four unit classes that include a lab component.
- This admission process is posted on the COS PTA website at: www.cos.edu/pta.
Information and Learning Resources
The College of the Sequoias has a Learning Resource Center on the Visalia campus. This center includes a library, Tutorial Center (including online tutoring), Computer Commons, computer classroom, and distance education classroom for interactive television classes. A satellite library with computers and reference books is maintained at the Hanford Center. A Math Lab is available to students as part of the Tutorial Center. The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the “Ask a Librarian” service, and online tutoring. We have also established a Student Computer Helpdesk available online and staffed during LRC hours.

Financial Resources
College of the Sequoias is a publicly funded institution. The majority of the unrestricted financial resources at the College’s disposal are derived from a State mandated revenue limit. Financial resources arrive in the form of local taxes, student enrollment fees and an apportionment from the State. The College has an established budget development process that includes the publication of a Budget Book, which is the Final Budget. The VP of Administrative Services, the President’s Cabinet and the Institutional Budget Committee are involved in this process.

The College also receives financial resources that are restricted in their use, such as financial aid from the federal government. The College has also been the recipient of numerous State, Federal and privately funded grants. The College of the Sequoias has a COS Foundation which raises funds for use by programs and services. The College has committed permanent funding for the PTA program. This is reflected in our annual and projected budgets.

Financial Accountability
The College of the Sequoias undergoes an annual external audit. The audit reviews both funds and processes in order to determine compliance with established accounting and reporting standards. The most recent audit, June 2010, noted no “material weaknesses” in internal control of financial reporting and operations and that the College “complied in all material respects” to Federal and State laws and regulations.

Institutional Planning and Evaluation
In Fall 2009, the Institutional Planning Committee (IPC) was charged to develop a five year Strategic Plan for the College of the Sequoias. With the desire to make this a participatory process, the IPC received input and feedback from faculty, staff, students, and four of the communities we serve: Corcoran, Hanford, Tulare, and Visalia.

We started with six areas of focus that were established as Institutional Goals for 2006-2009. In December 2009, we assembled about 40 COS employees to refine and define those six areas of
focus to be: Student Access, Students’ Success in Completing their Education, Students’ Mastery of Basic Skills, Effective and Efficient College Practices, Students as Citizens of a Global Community, and Economic Growth for Tulare and Kings Counties. These six formed the foundation of our Strategic Plan.

In January 2010, College of the Sequoias’ Spring Convocation was focused on faculty and staff input to develop objectives and measurable outcomes for the six areas of focus. Over the course of the next five months, the plan was augmented, changed, and enhanced based on input from college groups, units, and programs, as well as community and student forums held during February through early April, 2010.

One of our driving tenets for the Strategic Plan is that it be a dynamic foundation for how the college will establish goals down to the program level for the next five years. In doing so, the Strategic Plan is a framework for the tactical plan which establishes how we will make the Strategic Plan operational. The tactical plan identifies different committees, work areas, initiatives, and grants across the campus that are responsible for developing action plans within the scope of their work to accomplish our strategic plan’s measurable outcomes. Work on the tactical plan began with the Administrators’ Retreat in early June 2010.

Additionally, as a dynamic document, the Strategic Plan is reviewed annually by all college participatory groups, students, and our communities to maintain currency and effectiveness, with the understanding that the plan may be modified by the Institutional Planning Committee based on input of participatory groups and approved by the College Council as needed. Because our focus is on student success, there are overlapping themes that are addressed in more than one of the six areas of focus, which the tactical plan will address. An interesting note, which hopefully indicates that as a campus we are united in thought, is that many of the goals, objectives and outcomes developed in the strategic planning process were parallel to those developed separately through our “Achieving the Dream” process. We have incorporated the “Achieving the Dream” inquiries and discoveries into the strategic plan.

The College has aligning the Strategic Plan’s objectives and outcomes to the Accrediting Commission for Community and Junior Colleges’ Accreditation Standards. This alignment will help facilitate our accreditation self-evaluation and visit over the next two years. Additionally, all programs, including the PTA program, will align with the Strategic Plan during their annual and 5-year comprehensive Program Review process. Selection and review of PTA course quality and suitability is addressed in Program Review, Curriculum Committee, Academic Senate, and the Board of Trustees.

Public Information
The College of the Sequoias strives to present itself accurately in all of its printed and electronic publications. The General Catalog is published bi-annually and contains all key information.
students require to enroll and matriculate through the College. There is an extensive review of
the Catalog prior to publication to ensure currency and accuracy. The College’s website is
updated frequently as needed. The Schedule of Classes is published twice each year and
includes some of the information found in the General Catalog. The PTA program information is
made available in the catalog and The College has a Public Information Officer that coordinates
the dissemination of information to District constituencies. Both the schedule and the catalog
are available online. Major policies affecting students such as academic regulation and
honesty, non-discrimination policy, acceptance of transfer credits, grievance and complaint
procedures, sexual harassment and refund of fees are published in the catalog and on the COS
website.

Relations with the Accrediting Commission
The College of the Sequoias is committed to adhering to all ACCJC accreditation eligibility
requirements and standards, and to accurately portraying itself to the Commission. The College
publishes a general statement of accreditation in its General Catalog.

The Vice President Academic Services has been delegated as the Accreditation Liaison Officer
and is responsible for ensuring all necessary reports, documentation and evidence of
compliance is provided to ACCJC in a timely fashion. Through the office of the Vice-President for
Instruction and in collaboration with the Distance Education Coordinator reporting in
compliance includes distance education components where applicable. The College of the
Sequoias has responded to all recommendations and requests for reports from ACCJC.

Some programs at the College undergo their own professional accreditation process. One such
example is the Physical Therapist Assistant program which is reviewed by the Commission on
the Accreditation of Physical Therapy Education, CAPTE. www.apta.org/capte
Accreditation Standards

Standard I: Institutional Mission and Effectiveness

A. Mission
The people of Kings and Tulare counties are underserved in easy access to higher education compared to most of California’s population. The COS mission (revised and approved by the Board of Trustees in 2007) includes the goal “to help our diverse student population achieve their transfer and, or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.” The mission and program goals of the COS PTA program are congruent with that of the college district.

B. Improving Institutional Effectiveness
The COS PTA program is included in our Institutional Planning five-year strategic plan, Program Review, and Accreditation Self Evaluation. Resource allocation is tied to program review. Divisions, including the Learning Resource Center (library) continue to identify and develop programs and services for students based on their assessed needs. All programs are involved in development, assessment, and analysis of SLO’s, regardless of whether the course is taught in distance education modality. Each division conducts a 5-year comprehensive Program Review and subsequent annual updates to examine and address division-wide course quality issues, suitability of distance education delivery of curriculum, identification of student interest in and satisfaction with distance education offerings. The following data are examined in each program’s comprehensive five-year review and annual update for both online courses and face:

Student Success Data
- Class size
- Student course completion rates/data
- Pass rate
- Student data collection and analysis
- Use of student data for improvement

Quality Assurances
- Academic integrity and student authentication
- Faculty Evaluation
- Comparison of faculty and student support services
- Faculty and student learning assessment systems
- Course outcome assessments
- Integration with institutional mission and strategic planning
Standard II: Student Learning Programs and Services

A. Instructional Programs
In keeping with the College Mission, a degree such as the PTA AS degree that leads directly to employment is greatly needed to those living in the COS district which encompasses an immense geographic range with widely scattered communities from Giant Forest in the Sequoia National Park, to Alpaugh and Sultana in the San Joaquin Valley. Many of our students are looking for educational programs that lead to specific job opportunities.

The COS PTA program has met the standards of the Academic divisions. All programs are involved in development, assessment, and analysis of SLO’s. Each division conducts a 5-year comprehensive Program Review and subsequent annual updates to examine and address division-wide course quality issues, suitability of delivery of curriculum, identification of student interest in and satisfaction with the PTA Program, and student learning. The following data are examined in each program’s comprehensive five-year program review and annual update:

Student Success Data
- Class size
- Student course completion rates/data
- Pass rate
- Student data collection and analysis
- Use of student data for improvement

Quality Assurances
- Academic integrity and student authentication
- Faculty teaching capability
- Comparison of faculty and student support services
- Faculty and student learning assessment systems
- Course outcome assessments
- Integration with institutional mission and strategic planning

B. Student Support Services
Students have reasonable and adequate access to the range of student services appropriate to support their learning. Student Services information, such as financial aid, admissions and records, and counseling are also available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The college catalog is available online. The Learning Resource Center (LRC) also provides online access to students for catalog searching, access to online full-text articles and e-books, access to librarians through the “Ask a Librarian” service. Online tutoring will be available beginning in the Fall 2011 semester. We have also established a Student Computer Helpdesk available online and staffed during LRC hours.
The COS PTA program holds an orientation each year for the faculty and students admitted to the program. The PTA program is committed to all facets of safety in the educational setting and during education activities. Faculty orientation will occur as a standard and mandatory part of the hiring process. The orientation includes specific instruction on district, campus, and program policies and procedures. These include safety, emergency response, incident reporting, investigation, and resolution. In addition, faculty complies with contents of the PTA Student Handbook, and the responsibilities and protections of students and human subjects during instruction or practice.

The training provided in orientation is reinforced through on-going practice and evaluations. Faculty methodologies of student instruction may vary, but each instructor is held accountable to Student Learning Outcomes that measure safety, among other goals and objectives.

The PTA program is committed to the safety of students across all areas of their program experiences. Student safety precautions for interactions in the classroom and laboratory are presented in the PTA Student Orientation, and reviewed in the PTA Student Handbook. Appendix E

Each PTA course includes safety instruction and mandatory proficiency levels. The role of human subjects and patient simulators will be presented as well. Consent form to participate as a human subject will be signed and kept in the student file in the PTA office. Appendix E

The students are also informed of and encouraged to exercise their risk-free right to refuse participation as a human subject in laboratory activities. This refusal will be accepted in those instances that encroach on student safety or wellness.

C. Library and Learning Support Services
The COS PTA program, faculty and students have full access to the library resources, including the technological resources. These resources include:

- Learning Center, this resource is explained on the internet at: www.cos.edu/lrc.
- Instructional Media Services, this resource is explained on the internet at: www.cos.edu/view.
- Computer labs
- Library classes on research and writing
- Private search engines,
- Academic Databases
- Allied Health study resources, e.g., skeletons, textbooks, periodicals,
- Private study rooms
- Academic Electronic Databases
- Research services for faculty and students

In addition to the library and its targeted services, all COS PTA students may access the tutoring services available on campus. These services are available for a variety of areas:
1. **Math Tutorial Center**: Trained student tutors and math faculty are available for most classes Monday through Thursday 7:30 am to 7:30 pm and Friday 8:00 am to 3:30 pm.

2. **Writing Center**: Trained student tutors and English faculty are available from 9:00 am to 2:00 pm Monday through Thursday, 9:00 am to noon on Friday, and some mid-week evening hours.

3. **Other Drop-in and One-on-One Tutoring**: tutoring for multiple subjects, such as English, Biology, and Chemistry, as well as one-on-one tutoring. Students are scheduled with a qualified tutor to meet on a regular basis for free. Tutors are available for most classes Monday through Thursday 8:00 a.m. to 5:30 p.m. and Friday 8:00 a.m. through 3:30 p.m. Students may sign up for one hour per day and may meet with a tutor two times a week per subject.

4. **Learning Skills Lab**: This lab is a great resource for help with basic skills. A student can earn 1-3 units per semester by signing up for the Learning Skills Lab and studying there for the required number of hours.

5. **Instructional Media**: This department provides the following services: Video filming, editing, and deployment, Media Curriculum design and deployment, Recommendations of Educational Technology equipment and training, Media storage, Multimedia Presentations design and deployment, Web-enabled multimedia enriched material, Audio/Video Web based streaming and conversion, Digital photos, and Audio/Video Podcasts on Apple's iTunes U.

6. **PTA Tutorial classes are offered each semester.** Adjunct faculty member who is a PTA employed in the community helps students with cognitive and psychomotor skills with didactic tutoring as well as skills lab instruction.

In addition to the institutional library and resources, the COS PTA program offers the following resources to its students and faculty:

- Program library
- APTA Journals and other professional periodicals
- Skeleton
- Allied Health Computer lab with electronic medical records software called APTACConnect and a computerized patient case scenario program.
- Audio visual materials.

The program resources are located in the PTA office, with an area dedicated to on-site review.

All textbooks located in the COS PTA office will be duplicated in the COS library.
Standard III: Resources

A. Human Resources
In terms of human resources, the College has created and filled the COS PTA program with two full time positions which is required by CAPTE, the national professional accrediting agency. The PTA Program director is a full-time administrator with teaching duties whose responsibilities include faculty development and mentoring, developing and guiding faculty to resources to enhance their teaching, supporting education policy development, and providing course management system (Blackboard) technical and administrative support. The College has assigned a Computer Services technician to support Bb technical management.

Currently, there is one full-time, tenured track faculty and 6 adjunct faculty who meet minimum qualifications and are qualified to teach the PTA classes. All new faculty are able to participate in a comprehensive orientation to the College, including learning about technology. The College FLEX program comprises multiple professional development opportunities for all faculty, including distance education instructors. A sample of workshop offerings is listed below:

- Reaching the hard-to-reach student: students with learning disabilities
- Blackboard technical training
- Online teaching pedagogy
- Copyright and fair use in the classroom
- Online educational resources
- Using Bloom’s Taxonomy to improve critical thinking
- Teaching with the Multiple Intelligences in Mind
- Universal Design for Learning
- Using your library

B. Physical Resources
The physical resources such as classroom and laboratory space meet the minimum qualifications established by CAPTE.

The program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. The program will share a new Nursing and Allied Health building that provides the program classrooms, a skills lab, a large meeting room, a computer lab, and program storage. Storage for student records will remain in the PTA office, John Muir 127. Office square footage is approximately 300 square feet.

The classrooms identified for the PTA program are Hospital Rock (HR) 126 and 127. As noted, both are smart classrooms that provide a full range of instructional media. In addition to the classrooms, the students and faculty of the COS PTA program have access to the computer lab (HR 110). This lab is available to class sessions, or for study, in a posted schedule that varies by semester. The computer lab is used for testing, patient scenarios and other computer based learning activities. The COS PTA program also utilizes the Allied Health Skills Lab (HR 113). This
space allows for full set up of the PTA equipment, as needed to present instruction and provide for student practice. In addition to the instructional/practice space, there is an adjacent dedicated storage closet for extra equipment and supplies. The square footage for the classrooms and storage in the Hospital Rock Building is 3154 square feet.

Additionally, the COS PTA program will utilize the Sports Medicine and Athletic Training room for additional lab space. This space provides a whirlpool therapy room, 15 individual treatment tables, and other modalities needed for this course such as ultrasound, ice/heat application, electrical stimulation and various pieces of exercise equipment. Total square foot for this area in Sports Medicine Clinic is 2079 square feet.

The program has sufficient offices and space for academic faculty and staff.

The COS PTA program and core faculty are assigned office space in the John Muir building. The rooms assigned are JM 125, 127 and JM128. All offices are completely furnished and provide computers and printers for PTA staff. The PTA office space is also designed to contain a meeting space for student conferences, and the PTA Program library. Total square footage for office space is approximately 300 square feet.

Clinical education experiences are of sufficient quality, quantity and variety to prepare students for their responsibilities as physical therapist assistants.

The COS PTA program plans to place 52 students in clinical education sites beginning in the spring 2012 semester. In order to accomplish this activity, the program has developed clinical affiliations for student placements. Clinical agreements for over 80 placements are complete with signed contracts/MOU’s from Clinical site and COS President with COS Board approval.

The COS PTA program continues seeking the widest possible variety of clinical affiliations in order to present students with a full range of experiences. The types of sites currently under agreement include:

- Outpatient Physical Therapy Clinics
- Acute Rehabilitation Hospital
- Hospital with In & Out Physical Therapy Departments
- Extended Care Facilities
- Skilled Nursing Facilities

Additional contracts are being sought and we get calls weekly from potential employers in our economic region who are anxious to work with our student. We are looking for additional acute care placements.
The COS PTA program developed a formal process to assess clinical sites and determine if the site can offer clinical experiences consistent with the goals of the program’s educational model. That process consists of systematic contact, recruitment, and evaluation.

**C. Technology Resources**
Technology for instructional purposes is easily accessible and is of sufficient quantity and quality to meet the needs of the program.

The COS PTA program utilizes technology to support instruction and to increase student learning opportunities. The program utilizes the following to provide open access and support student learning modalities.

1. **Smart Classrooms.** A smart classroom is a classroom that has an instructor station equipped with computer and audiovisual equipment, allowing the instructor to teach using a wide variety of media. These include DVD and VHS playback, PowerPoint presentations, and more, all displayed through a data projector.

2. **Personal Response Systems.** Personal Response Systems are also known as “clickers,” and allow students to answer questions in large classrooms, with their answers automatically recorded by the instructor’s receiver at the front of the room. Faculty are using them to assess student understanding of their readings, provoke discussion, provide a quick quiz and generally increase student engagement.

3. **Blackboard Curriculum Management System.** This classroom management system allows instructors and students to view on-line information, submit assignments, conduct discussions and make input, and test. One of the main benefits of this methodology is that it allows explicit direct instructions which can be best utilized by students in meeting course objectives.

4. **Recording Equipment.** The COS PTA program owns video recording equipment that is utilized to record movement of students and other subjects for classroom analysis. This video is then available through the technology employed by the program. In addition to the recording equipment, the program uses audio recording of class lecture.

**D. Financial Resources**
College of the Sequoias is a publicly funded institution. The majority of the unrestricted financial, resources at the College’s disposal are derived from a State mandated revenue limit. Financial resources arrive in the form of local taxes, student enrollment fees and an apportionment from the State. The College has an established budget development process that includes the publication of a Budget Book, which is the Final Budget. The VP of Administrative Services, the President’s Cabinet and the Institutional Budget Committee are involved in this process.

The College also receives financial resources that are restricted in their use, such as financial aid from the federal government. The College has also been the recipient of numerous State,
Federal and privately funded grants. The College of the Sequoias has a COS Foundation which raises funds for use by programs and services. The College has committed permanent funding for the PTA program. This is reflected in our annual and projected budgets.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes
The PTA program and staff participate in the participatory governance process and is supported by College administration. PTA Program Committee meets monthly and minutes and agenda are posted electronically for all PTA program staff and faculty. The PTA program directly reports to the Dean of Nursing, Allied Health, Physical Education and Athletics.

B. PTA Advisory Board
The COS PTA program meets two times per academic year with industry partners who comprise the PTA Advisory Board. The purpose of these meetings is to provide support to the development, expansion and attraction with direct service, supplier, and research relationships by developing a partnership supporting industries using and relying on employing licensed physical therapist assistants (PTAs). The Board provides a partnership with industry partners. The PTA program director regularly convene meetings with specific agenda items and minutes are recorded and reported to the accrediting body, CAPTE, to insure that the program is meeting industry standards. The Advisory Board also reviews updated program evaluation data, industry needs assessment information, and updated accreditation standards.

C. Board and Administrative Organization
The PTA Program Director serves on the Management Council Committee, Instructional Council and Accreditation Executive Committee as well as representing the PTA program at all Nursing and Allied Health Divisional meetings. The PTA program is represented by both full time faculty and adjunct faculty positions. The PTA program participates in participatory governance processes across the COS system of leadership. See organizational chart in Appendix.
Monitoring Desired Outcomes

Assessment is part of a systematic and formal approach to continuous improvement. The program has in place an ongoing process to determine the effectiveness of the program that includes, but is not limited to, the following:

The COS PTA program is committed to a process of continual improvement for all aspects of the program. The process of continual improvement is adopted with the intent that the COS PTA program provides an effective education program that prepares students to function at a professional PTA level.

Continuous improvement in the COS PTA program is therefore the result of evidence-based decision making based on objective information derived from regular data collection that occurs through multiple sources, and in a variety of methods. The information collected and assessed is designed to establish on-going validity, or opportunities to improve the program philosophy, mission, goals, objectives, and student learning.

The assessment component of the COS PTA program provides both formative and summative information across all aspects of the PTA program. This includes administration, curriculum, faculty, learning experiences, and student success. The table in Appendix F provides an overview of the assessment procedures of the COS PTA program.

For each section listed below, baselines and indicators were selected that are relevant to the program, easily measured, reliable, and understood by a wide range of staff, faculty, students, partners and stakeholders. Additional indicators were selected to reveal information regarding the economic ramifications, environmental conditions, health, safety, well-being and education of the students, as well as organizational factors. These indicators are listed on the assessment instruments.

Program Assessment

The completion of these outcomes is measured yearly by the following statistics:

- Percent of graduates passing the PTA licensure exam
- Employer Satisfaction survey
- Graduate/Alumni survey; aggregate statistics
- Student surveys
- Clinical Instructors Survey of Students and Program
- Advisory Board Report-Annual Survey
- Faculty Evaluation – Dean, Peer, Students
- Program Review Committee (faculty, 2 current students, 2 graduates, 2 Advisory Board members, 1 COS Administrator, PTA employer)
Student Learning Outcomes

College of the Sequoias is focused on student learning that leads to productive work, lifelong learning and community involvement. In order to help our diverse student population achieve their educational and occupational goals, faculty and staff focus on the learning outcomes of our work. By researching variations in success, we adjust teaching strategies to improve student learning.

Campus wide meetings have been dedicated to dialogue and implementation of SLOs for courses, and programs and at the institutional level. SLOs apply to all students regardless of which campus/site in which they enroll. The district plans to continue to conduct community needs assessments, gather and analyze assessment data on SLO achievement.

The Curriculum Committee, with support from faculty and division chairs reviews all course outlines and makes curriculum recommendations to the Board of Trustees regardless of location or delivery mode. Course content, objectives, methods of evaluation and SLOs apply to all courses. The Curriculum Committee manages the curriculum development and approval process through the CurricuNet online system. Refer to the Course Outlines in Appendix G.
Appendix A  COS Organizational Chart

Need an updated one with Brent
Appendix B  Organizational Chart- PTA

Figure 1 illustrates the directional flow of information. The policy contained in the COS PTA Policy and Procedure Manual.

Figure 1
Appendix C   Admission Packet

College of the Sequoias

Physical Therapist Assistant Program

Application For Admission

Program Director- Jonna Schengel, MA, PT

College of the Sequoias

915 S. Mooney Blvd.

John Muir Building Room 127

Visalia, CA 93277

(559) 737-6135

www.cos.edu/pta

jonnas@cos.edu
Admission Procedures and Requirements

Academic Requirements

- Anatomy (BIO 30) or equivalent course with a grade of “C” or higher. An equivalent is any anatomy course of 4 units or more. Course must include a laboratory component.
- Physiology (BIO 31) or equivalent courses with a grade of “C” or higher. An equivalent is any physiology course of 4 units or more. Course must include a laboratory component.
- Combined grade point average for Bio 30 and Bio 31 must be a minimum 2.5.
- All deficiencies in academic requirements must be removed. An overall grade point average of 2.5 in the General Education requirements must be attained prior to admission to the Physical Therapist Assistant Program, and a grade of a “C” or higher must be attained for each general education course.

Applicants who have not completed the above criteria will not be considered for admission.

“College of the Sequoias does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap (or disability), or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), the Age Discrimination Act of 1975 (pertaining to age), and the Americans with Disabilities Act of 1990. This nondiscrimination policy covers admission and access to, and treatment and employment in, the College’s programs and activities, including vocational education.”

Health Requirements

A physical examination with form signed by a physician, immunization records, and background checks meeting hospital standards must be completed after being accepted into the program.

The following Essential Technical Standards identify essential eligibility requirements for participation in the College of the Sequoias Physical Therapist Assistant Program:

Work Hours:

- Able to work up to 8-10 hour per day up to 40 hours per week at clinical sites.

Work Environment:
• Exposure to hazardous material and blood borne pathogens requiring safety equipment such as masks, head coverings, glasses, rubber and latex gloves, etc.
• Must be able to meet clinical and academic performance standards.
• Must travel to and from training site.

Cognitive Abilities:

• Understand and work from written and verbal orders.
• Possess effective verbal and written communication skills.
• Understand and be able to implement related regulations and clinical policies and procedures.
• Possess technical competency in patient care and related areas.
• Perform presentations to individuals and small groups.
• Conduct patient assessments and counsel patients and families.
• Assess changes in vital signs and measurements.

Physical Demands: The PTA student's health care practitioner will verify that the student can meet the physical demands and perform these physical activities:

• Standing and/or walking up to seven hours throughout an eight and/or twelve hour shift.
• Bending, crouching, or stooping several times per hour.
• Lifting and carrying a minimum of 30 pounds several times per hour.
• Lifting and moving up to a 300 lb. patient in a 2-3 person transfer.
• Reaching overhead, above the shoulder at 90 degrees.
• Pushing and/or pulling objects and equipment weighing up to 300 lbs.
• Utilizing eyesight to observe patients, manipulate equipment and accessories and/or evaluate radiographs for technical quality under various illumination levels (i.e., illumination varies from low levels of illumination to amber/red lighting to bright light levels.)
• Hearing to communicate with the patient and health care team.
• Utilizing sufficient verbal and written skills to effectively and promptly communicate in English with the patient and healthcare team.
• Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, and keyboards, utilizing fine and gross motor skills.
• Performing the assigned training related tasks/skills responsibilities with the intellectual and emotional function necessary to ensure patient safety and exercise independent judgment and discretion.
• Utilizing the above standards/functions to respond promptly to the patient needs and/or emergency situations.
Expenses
(Approximate and subject to change)
Tuition fees $1200-$1500 ($36 per unit)
Uniforms $250
Books $1300
Physical Examinations/Immunizations $250
Screening Tests $200
Application for License $750

Students are responsible for their own living accommodations, uniform laundry, and transportation to/from selected hospitals and clinics.

Attendance and Scholarships

All students are expected to observe the attendance requirements of the College and of the Physical Therapist Assistant Program. To remain in the program, the student must maintain a “C” or higher in each required and general education courses.

Program Specific Data

The first year of the program will accept 18 to 25 students from a pool of applicants. Employment opportunities are readily available in Physical Therapy Departments located in in-patient, out-patient, rehabilitation, geriatric, and pediatric centers.

Accreditation

College of the Sequoias is seeking accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org). The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status nor does it assure that the program will be granted Accreditation.

The COS PTA program has been granted Candidacy and is approved to accept students.
Procedures for Application

1. Recommend that all students attend a monthly Information Meeting. Meetings are held the first Tuesday of the month at 5:00 pm in the Conference room in Hospital Rock. Access the PTA website at www.cos.edu/pta for additional information. Regarding your specific transcript or questions regarding transferability, an appointment can be made with the Evaluation Specialist/Counselor by e-mailing janetg@cos.edu.

2. All applicants must have an overall GPA of 2.5 or higher in the prerequisite courses listed (Anatomy and Physiology) AND an overall GPA of 2.5 in General Education graduation requirements for College of the Sequoias.

3. Submit one official transcript sealed of all previous college work sealed and submit to the PTA office.

4. Complete the COS PTA application, located at www.cos.edu/pta and submit by the deadline of June 15th, 2011 at 4:45 pm. Incomplete packets and late packets will not be considered. Mail or hand-deliver the complete application to:

   College of the Sequoias
   PTA Program - Applications
   John Muir Building Room 127
   915 S. Mooney Blvd
   Visalia, CA  93277

5. Please include a self-addressed stamped envelope with your application packet. Notification letters will be mailed out July 15, 2011. Please DO NOT call the PTA office to inquire about your packet.

6. Once accepted into the program the following is required:
   a. An American Heart Association Health Care Provider CPR card
   b. Acceptable Tuberculosis Test
   c. Physical Examination- signed by a physician
   d. Valid CA Driver’s License and updated proof of insurance
   e. Current Immunization
   f. Background Check
   g. Drug Screen
APPLICATION CHECK LIST:

- PTA application
- Sealed official transcripts from all colleges attended, except COS
- Self-addressed stamped envelope

NOTE: Make a copy of all information for your records.
Birthdate: ________________
Gender: ____ Male ____ Female

Ethnicity (check all that apply)

- African-American
- American Indian/Alaskan Native
- Asian
- Caucasian
- Filipino
- Hispanic
- Other Non-White
- Pacific Islander
- Unknown/Non-Respondent

Do you have your AS or AA degree?  YES  NO  Year of Graduation _____________
Major ________________________

Do you have your BS or AA degree?  YES  NO  Year of Graduation _____________
Major ________________________

Experience with the Physical Therapy profession (check all that apply)

- Patient
- Family Member
- Observation
- Out Patient Clinic
- Hospital
- Nursing Home
- Sports related
- School Setting
- Volunteer
- Other ________________________________________________________________

Are you planning to apply to Physical Therapy School?  _____ Yes  _____ No

Have you applied to Physical Therapy School in the past?  _____  DPT  _____ MPT

Please fill in the following General Education Courses you have already completed:
<table>
<thead>
<tr>
<th>Area A1-English 1</th>
<th>date/grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A2-Math 230 or equivalent</td>
<td>date/grade</td>
</tr>
<tr>
<td>Area C-Humanities</td>
<td>date/grade</td>
</tr>
<tr>
<td>Area D-History 17 or 18</td>
<td>date/grade</td>
</tr>
<tr>
<td>Area E-Exploration</td>
<td>date/grade</td>
</tr>
</tbody>
</table>

Additional PE requirement for graduation – 2 units
Physical Therapist Assistant Program Goals

Graduates will be able to:

- Demonstrate competence in the cognitive, psychomotor and affective domain necessary to provide Physical Therapy services under direction of a Physical Therapist.
- Adhere to professional behaviors set by the American Physical Therapy Association.
- Demonstrate primacy of patient safety.
- Participate in continuing education to improve abilities as a PTA.
- Achieve a successful transition from an education program to career as a PTA.

What is a Physical Therapist Assistant?

PTAs must complete a two-year associate’s degree and are licensed, certified, or registered in most states. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, soft-tissue mobilization, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

Learn more

American Physical Therapy Association - www.apta.org
California Physical Therapy Association - www.caapta.org
Physical Therapy Board of California - www.ptb.ca.gov

Pre-Requisites

2.5 GPA required
BIOL 30 - A
BIOL 31 - B
Subject

Program Description

The program requires completion of a total of 86 units over two years. Physical Agentation is a core subject in the first semester.

The program requires clinical affiliation in the second semester.

For a complete list of courses, visit our website for more information.
Appendix E    PTA Student Handbook

Physical Therapist Assistant

Student Handbook

College of the Sequoias

Program Director- Jonna Schengel, MA, PT
ACCE/Faculty- Maria Fermoile, PT, DPT

PTA Office
915 S.  Mooney
John Muir 127
Visalia, CA 93277
559-737-6135
PURPOSE OF THE PTA HANDBOOK

This handbook is designed to provide you with information about our expectations of you, the Physical Therapist Assistant (PTA) student, throughout your tenure in the PTA program from entry to graduation. It is intended as a resource for information and guidance for your success in the Physical Therapist Assistant Program.

The PTA Student handbook will guide you as you progress through the program. Information about the PTA program and college wide policies will be contained in this PTA Student Handbook, COS Student Handbook and the COS course catalog. The COS Student Handbook can be found online at: http://www.cos.edu. You will be required to sign the student handbook checklist acknowledging your responsibility for all the information.

MISSION STATEMENT

In keeping with the mission of College of the Sequoias, the PTA program mission is to graduate well-educated, competent, caring, quality physical therapist assistants. The PTA Program designed for optimal use of educational and clinical resources.

We endeavor to educate students who:

- Strive for excellence
- Commit to high ethical standards
- Appreciate racial, social and cultural diversity
- Invest in community/industry improvement
- Engage in lifelong learning

Program Goals

Graduates will be able to:

6. Pass the national physical therapist assistant licensure exam. (Exam)
7. Demonstrate competence in the cognitive, psychomotor and affective domain necessary to provide Physical Therapy services under direction of a Physical Therapist. (Graduated)
8. Adhere to professional behaviors set by APTA’s Code of Ethics and Guideline for Conduct of the Physical Therapist Assistant. (Student PTA membership)
9. Demonstrate patient safety at all times. (Lab Check off’s)
10. Achieve a successful transition from an education program to professional employment as a PTA. (Rate of employment)
STATEMENT OF NON-DISCRIMINATION

COS does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap (or disability), or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), the Age Discrimination Act of 1975 (pertaining to age), and the Americans With Disabilities Act of 1990.

This non-discrimination policy covers admission and access to, and treatment and employment in, the College’s programs and activities, including vocational education.

THE PHYSICAL THERAPIST ASSISTANT

According to the American Physical Therapy Association (APTA), Physical Therapy is a health profession whose primary purpose is the promotion of optimal human health and function. This purpose is accomplished through the application of scientific principles to the process of examination, evaluation, diagnosis, prognosis, and intervention to prevent or remediate impairments, functional limitations, and disabilities as related to movement and health. Physical Therapy encompasses areas of specialized competence and includes the development of new principles and applications to effectively meet existing and emerging health needs. Other professional activities that serve the purpose of physical therapy are research, education, consultation and administration.

The Physical Therapist Assistant (PTA) is a technically educated health care provider who assists the physical therapist in provision of physical therapy. The PTA is a graduate of a physical therapist assistant associate degree program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Physical Therapist Assistant (PTA) provides physical therapy services under the direction and supervision of a physical therapist. PTA’s help people of all ages who have medical problems, or other health related conditions that limit their ability to move and perform functional activities in their daily lives. PTA’s work in a variety of settings including, hospitals, privates practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTA’s must complete a 2 year associate’s degree and are licensed, certified, or registered in most states. Care provided by a PTA may include teaching patients/clients exercises for mobility, strength and coordination, training for activities such as walking with crutches, canes
or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

**AMERICAN PHYSICAL THERAPY ASSOCIATION**

The American Physical Therapy Association (APTA) is the national association for physical therapist and physical therapist assistants. The APTA is the best source for current information on professional issues and concerns. It is the voice of the profession, actively working to represent the physical therapy profession on Capitol Hill and in state legislatures. The association is dedicated to advancing the profession, setting standards, encouraging research, and promoting diversity within the field. Your membership in the APTA is your key to keeping informed about the topics, trends and issues that affect the practice of physical therapy.

It is essential that you join the APTA in order to remain abreast of opportunities and advancements in physical therapy. Students receive discounts when joining the organization on a state and national level, as well as any special sections you may choose. As a member of the APTA, you will receive several publications and be afforded many other benefits. The APTA can be a valuable resource during your professional education. Take advantage of all that your professional association has to offer.

Appendix-

- Standards of Ethical conduct for the Physical Therapist Assistant.
- Guide for conduct of the Physical Therapist Assistant.
- Scope of Practice for the Physical Therapist Assistant – State of California

For more information and student membership please visit [www.apta.org](http://www.apta.org) and [www.ccapta.org](http://www.ccapta.org).

The COS PTA program requires student membership in the APTA as the initial step toward professional development as a PTA.

**ESSENTIAL FUNCTIONS OF A PHYSICAL THERAPIST ASSISTANT**

The following information is provided to assist the student in better understanding the demands of the PTA program and profession, and the abilities needed to successfully and safely complete the classroom, laboratory and clinical competencies of the curriculum.

1. **Communication**: The student must be able to read, write, see, speak and hear and interpret both written and verbal communication in English. The student must be able to communicate effectively, appropriately and sensitively with patients and health care providers.
2. **Motor**: The student must be able to perform complex motor skills necessary to provide therapeutic intervention and emergency treatment to patients and possess the necessary physical strength to transfer, ambulate, and reposition patients safely. The student must have sufficient gross and fine motor functions to assess patients through palpation and manual muscle testing.

3. **Observation**: The student must be able to observe and interpret signs and symptoms visually, auditorily, and tactiley for the purpose of appropriate assessment and treatment. Appropriate observation skills will enable the student to discern normal from abnormal in order to determine a safe and appropriate course of action.

4. **Intellectual/Analytical**: The student must be able to measure, calculate, reason, analyze and evaluate and synthesize demands of a physical therapist assistant and need to be perform them in an efficient and timely manner. The student should also be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

5. **Behavioral**: The student must be able to function effectively under stress and in changing educational and work environments with appropriate professional behaviors. The exercise of sound, professional judgment and the ability to be flexible are also necessary. Common sense, compassion, integrity, honesty, sincere concern and respect for others, interpersonal skills and self motivation are all qualities necessary for success in the physical therapy profession.

**Health Requirements**

A physical examination and form signed by a physician or Nurse Practitioner, immunization records and back ground checks meeting hospital standards must be completed once accepted into the program.

**Work Hours and Environment:**
- Able to work up to 8-10 hours per day up to 40 hours per week at clinical sites.
- Exposure to hazardous material and blood borne pathogens requiring safety equipment such as masks, head coverings, glasses, rubber and latex gloves, etc.
- Must be able to meet clinical and academic performance standards.
- Must travel to and from training site; this may require long distances or relocation.

**Cognitive Abilities:**
- Understand and work from written and verbal orders.
- Possess effective verbal and written communication skills.
- Understand and implement related regulations and clinical policies and procedures.
- Possess technical competency in patient care and related areas.
- Perform presentations to individuals and small groups.
- Conduct patient assessments and counsel patients and families.
- Assess changes in vital signs and measurements.
Physical Abilities:
- Standing and/or walking up to seven hours throughout an eight and/or twelve hour shift.
- Bending, crouching, or stooping several times per hour.
- Lifting and carrying a minimum of 30 pounds several times per hour.
- Lifting and moving up to a 300 lb. patient in a 2-3 person transfer.
- Reaching overhead, above the shoulder at 90 degrees.
- Pushing and/or pulling objects and equipment weighing up to 300 lbs.
- Utilizing eyesight to observe patients, manipulate equipment and accessories.
- Hearing to communicate with the patient and health care team.
- Utilizing sufficient verbal and written skills to effectively and promptly communicate in English with the patient and healthcare team.
- Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, and keyboards, utilizing fine and gross motor skills.
- Performing the assigned training related tasks/skills responsibilities with the intellectual and emotional function necessary to ensure patient safety and exercise independent judgment and discretion.
- Utilizing the above standards/functions to respond promptly to the patient needs and/or emerg

PROGRAM CURRICULUM AND COURSE DESCRIPTION
Completion of the College of the Sequoias Physical Therapist Assistant Program leads to an Associate of Science Degree. Required courses include prerequisites; Anatomy-4 units, Physiology-4 units; PTA courses- 43 units and General Education courses-18 units. Students must also take additional courses to meet graduation requirements of the college. PTA course sequence is scheduled sequentially for four semesters. Supervised clinical affiliations are integrated in the program. Clinical affiliations, PTA 150 require 40 hours/week for 3 weeks and are integrated at the end of the 2nd semester; PTA 160 and PTA 161 are each 40 hours/week for 7 weeks during the 4th semester. There is a total of 680 hours of clinical education.

<table>
<thead>
<tr>
<th>Pre-Program</th>
<th>1 Semester</th>
<th>2 Semester</th>
<th>3 Semester</th>
<th>4 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 30-Anatomy</td>
<td>PTA 121-Fundamentals for PTA 2-units</td>
<td>PTA 130-Physical Agents and Modalities 3-units</td>
<td>PTA 145-Neuro Rehabilitation for the PTA 3-units</td>
<td>PTA 160-Clinical Education 2 5-units</td>
</tr>
<tr>
<td>BIO 31-</td>
<td>PTA 125-Basic Principles of</td>
<td>PTA 139-</td>
<td>PTA 152-</td>
<td>PTA 161- Clinical</td>
</tr>
</tbody>
</table>

Substantive Change Proposal AS Degree PTA
COURSE DESCRIPTIONS

PTA 121-Fundamentals for the PTA (Lecture) 2 Units
This course introduces students to the field of physical therapy by covering the history and values of the American Physical Therapy Association. It covers development of the team approach in specific roles of Physical Medicine and Rehabilitation professionals in the health care system; discusses components of communication among the healthcare team, patients and family members/caretakers; and explores issues such as patient diversity and cultural competence.

PTA 125-Basic Principles of Patient Care (Lecture/Lab) 3 Units
This lecture and lab course provides training in basic patient management including bed mobility, transfers, and ambulation training. Course will include Physical Therapy assessments of goniometric ROM and manual muscle testing. It will address infection control, isolation precautions, assessment of vital signs, and responses to pain. Course will cover basic documentation skills and documentation for interventions learned in this course.

PTA 128-Kinesiology (Lecture/Lab) 3 Units
This course instructs the PTA student in the study of human movement. It is a foundational course exploring the laws of physics and motion and applied anatomy. Students will determine biomechanical forces on the body. Topics will include musculoskeletal review of origins, insertions, innervations and actions of prime movers.

**PTA 130-Physical Agents and Modalities** (Lecture/Lab) 3 Units
This lecture and skills lab course provides the PTA student with exposure to the duties related to dealing with physical agents, modalities and massage. These applications include the use of cold, heat, ultrasound, diathermy and hydrotherapy. Other modalities include mechanical traction, electrotherapy, compression and laser/light. Basic dressing changes and wound care with the use of universal precautions and infection control are covered. Soft tissue mobilization and therapeutic massage as therapeutic modality are presented. This course has a significant number of laboratory hours and psychomotor learning opportunities.

**PTA 131-Physics for PTA** (Lecture) 1 Unit
This is a basic introduction to the natural laws governing motion, light, sound, electricity, thermodynamics and mechanical properties, in addition to various tissues related to field of physical therapy. Designed as a 6 week course; class will be held for 3 hours each week for the first 6 weeks of the Fall semester.

**PTA 139-Pathophysiology** (Lecture) 2 Units
This course presents signs, symptoms and complications of disease states of the body. It covers the nature of diseases and abnormalities of structure and function. The physical, clinical and laboratory presentation of disease process is examined.

**PTA 145-Neurorehabilitation for the Physical Therapist Assistant** (Lecture/Lab) 3 Units
This course instructs the PTA student in functional activities and rehabilitation procedures relating to the management of patients with neurological diagnoses. Students will review normal neurodevelopment sequence as well as developmental delays. The focus of the class is to integrate safe, legal, ethical and effective rehabilitation procedures for neurological patients. This course requires a high level of critical thinking and application and implementation of physical therapy interventions. This class will help the student develop the necessary communication skills needed in the rehabilitation setting.

**PTA 148-Orthopedic Management** (Lecture) 3 Units
This course instructs the PTA student in the application of kinesiological concepts to the clinical setting and treatment of orthopedic diagnoses. The focus is on safe, legal and ethical use of appropriate therapeutic exercise. Students will learn the physiological responses for orthopedic conditions and management of surgical cases.
PTA 150- Clinical Education 1 (Clinical placement) 4 units
This course will apply the physiology of body systems as related to various influences such as aging, environmental exposure and pathological dysfunction. Included will be common disease pathways of the cardiovascular and pulmonary systems. The course will also introduce the student to cardiopulmonary fitness and rehabilitation techniques.

PTA 152-Cardiopulmonary Rehabilitation (Lecture/Lab) 3 units
This course will apply the physiology of body systems as related to various influences such as aging, environmental exposure and pathological dysfunction. Included will be common disease pathways of the cardiovascular and pulmonary systems. The course will also introduce the student to cardiopulmonary fitness and rehabilitation techniques.

PTA 155-Therapeutic Exercise (Lecture/Lab) 4 Units
In this course students develop knowledge and skill in the treatment of various conditions. This course includes integration, modification and progression of concepts taught in previous courses in order to perform physical therapy interventions with multiple systems conditions. Integrated principles and application of therapeutic exercise will be reviewed. Specific topics include various motor learning techniques, aquatic therapy, proprioceptive retraining/balance, spinal stabilization, functional progression for the spine and extremities. Issues pertaining to health and wellness across the lifespan are presented.

PTA 160-Clinical Affiliation 1 (Clinical placement) 5 Units
This seven week, full-time course provides the PTA student with full time clinical education experience with application of previously learned techniques and skills in rehabilitation in various clinical settings. The focus is on safe, legal, ethical and effective use of physical therapy interventions. Focus is on communication skills, interpersonal relationships and professionalism required in the health care setting. Students are expected to assume a greater responsibility in the clinical setting, as they improve their clinical treatment skills. Students will have successfully completed the didactic portion of the curriculum and will make satisfactory progress toward competent and safe entry level PTA skills at the conclusion of this clinical experience. Skills practiced are dependent on the clinical site. Supervision is at the intermediate level provided by the staff of the affiliating institution and coordinated by the ACCE.

PTA 161-Clinical Affiliation 2 (Clinical placement) 5 Units
This is seven week, full-time affiliation, where students are given the opportunity to implement therapeutic treatments learned in the academic setting under the supervision of a Physical Therapist. The student will be responsible for patient care compatible to the role of the entry-level PTA utilizing knowledge and skills developed in the program. The student will have an opportunity to advance his/her skills level in the competencies experienced during Clinical Education I and II to an entry-level within the role of the PTA. Students will demonstrate competent and safe entry level PTA skills at the conclusion of this clinical experience.
**PTA 170-Seminar for PTA** (Lecture) 1 Unit

This course provides the PTA student with review of various systems and interventions provided by the PTA. Students will summarize and discuss management and interventions. Also included is the review of how to apply and prepare for the state board and national PTA licensure exam.
Helpful Tips for Success in the PTA Program

1. Open and honest communication is critical. If you are having difficulties with any aspect of your course work or college issues, or clinical affiliation, etc., please discuss these concerns with faculty as soon as possible so that we may help facilitate a solution with you.

2. Meet with each instructor one time per semester. Develop a relationship so that you are comfortable talking with them. Go meet with faculty even if you are not having problems.

3. If you are having difficulties in your personal life that are affecting your course work, please discuss these issues, to the extent you are comfortable, with faculty as soon as possible so that we understand the problems you are facing and may help facilitate solutions to academic issues.

4. Plan your time effectively and efficiently. Ensure that you have enough time to study, complete assignments, prepare for class and balance your personal life.

5. Psychological and emotional support from your family and/or friends is essential. The PTA program is difficult, demanding and time consuming.

6. Ask questions. If you don’t understand what is being said or the material being covered, please ask for clarification.

7. Good note taking skills are essential.

8. Making flash cards about covered materials usually is a good study tool.

9. Group study and group skills practice is an excellent tool for reinforcing and refining learned material.

10. The counseling office offers assistance for test anxiety, test taking tips, personal counseling, etc. Please take advantage of these free services.

11. Due to the intensity of the PTA program, students are discouraged from participating in outside employment while enrolled. If work is necessary, the hours should be limited to less than full-time. Outside work must not interfere with classroom, lab/open lab, or clinical activities. Schedules will not be adjusted to accommodate outside work schedules.

PROGRAM EXPENSES
The approximate cost of the PTA program is $5,000-6,000. This includes items such as registration fees, health exam, books, supplies, student uniforms and accessories, parking, and student health fees. There are substantial costs are at the beginning of the first semester. All of these costs are the responsibility of the student.

- Tuition: General Education $36 per unit $720
  PTA Program: 43 Units $1550
- Books/Supplies $1200
- CPR certification $75
- Physical/Immunization $250
- Background Check/Drug Screen $100
- Uniforms $200
- Application/Licensure Fee $750
National and State dues for Student APTA $103
First Hand Basic Evaluation Kit for students $85
Vinyl Gait Belt (with APTA Student Membership) $25

www.apta.org/purchase

*All cost are approximate and are subject to change.

**ADDITIONAL REQUIREMENTS**

The following specific documentation that ensures you can ready to begin the clinical education component. The following documentation shall be kept in the PTA student file in the PTA office as well as a second copy in the Student Portfolio, which the student will keep with them at all Clinical Affiliations.

1. **Insurance**
   All Allied Health students are covered by an insurance policy that provides coverage for accidents which occur during school sponsored and supervised curricular activities. This policy coordinates with students' personal insurance policies so that duplicate benefits do not result in double compensations. All students are **required** to have a valid California driver's license and **current** automobile insurance coverage as required by the State of California. A copy of your license and proof of insurance must be on file **by the first week of your first semester**, and then updated as necessary throughout the program. Please note: we are no longer able to make copies for students.

2. **CPR**
   During the first semester of the PTA program, you are required to show proof of a valid American Heart Association Healthcare Provider CPR card. **No other card will be accepted.** Students will be responsible for yearly renewal. CPR classes are offered throughout the year and at various locations in Visalia and surrounding communities. If you need more information about where classes are offered, please contact the Allied Health/PTA program secretary. Please provide a copy of your current CPR card to the PTA program secretary.

3. **Criminal Background Check**
   Clinical placements are a mandatory component of the curriculum and will require clearance of a criminal background check. Students who do not clear agency requirements are not eligible for clinical placement and will, consequently, be ineligible to continue in the program. If there is any concern regarding clearance of a criminal background check, please contact the Allied Health/PTA program secretary. This must be completed during the first semester.

4. **TB-test**
In order to be able to attend the clinical education component of the PTA program, the PTA student must complete an acceptable two-step TB test and present documentation to the program. This must be **completed during the first semester**.

5. **Hepatitis B Vaccine**

Hepatitis B is a highly transmissible disease following precutaneous exposure and poses a risk to health care workers. A means of preventing HBV (Hepatitis B virus) infection is immunization.

Students are required to present documentation of a completed HBV immunization series -- OR -- an HBV immunization series in progress prior to clinical contact with clients and must be completed during first semester. Students who present documentation of HBV series in progress must validate completion of the series within the length of time prescribed by the manufacturer. Students demonstrating positive HBV titers are exempt from this requirement. The student is responsible for presenting evidence of the titer level. Students who are medically at risk from the vaccine, or who for personal reasons refuse to receive vaccination will sign an **Informed Refusal Form** indicating a decision to assume responsibility for the risk they incur (form available from the PTA secretary). Students who do not have evidence of vaccination or serologic evidence of immunity from previous infection are responsible for producing evidence of medical supervision following an exposure incident with physician clearance for clinical practice.

See **Guidelines to Prevent Transmission of Infectious Diseases** for definition of exposure incident and the procedure following exposure.

**Licensure**

Upon completion of the Physical Therapist Assistant Program a student will be eligible to take the National PTA Licensure Examination (NPTAE) and then be licensed by the Physical Therapy Board of California. To ensure the public health and safety of all patients, licensure is required for PTA’s to work in the state of California. The PTA must work under the supervision of a PT and must renew their license annually. The rules and regulations are available from the Physical Therapy Board of California. It is highly recommended that you obtain a copy and become familiar with these rules and regulations you will be held accountable to as a PTA. Some felonies and criminal records preclude licensure as a PTA. For additional information or questions contact Physical Therapy Board of California.

[http://www.ptbc.ca.gov/](http://www.ptbc.ca.gov/)

**STANDARDS OF ETHICAL AND CLINICAL CONDUCT**

**Standards of Ethical Conduct**

The College of the Sequoias Physical Therapist Assistant Student is expected to conduct him/herself in a ethical manner at all times while representing the school. The following standards are considered mandatory for all PTA students:
• Preparation (for both lectures and clinical)
• Effective communication (both verbal and non-verbal)
• Enthusiasm/positive attitude
• Effective team work/cooperation
• Accepts and benefits from constructive criticism
• Recognition of the impact of one’s behavior on others, especially patients; modification of inappropriate behavior.
• Accountability/legal and ethical responsibilities
• Respectful and courteous at all times.

**Clinical Affiliations**
Clinical Affiliations are an integral part of the PTA student’s education. The clinical affiliations are designed to provide the student with opportunities to practice skills and competencies acquired during the didactic portion of education. These are hands-on, direct patient care experiences and will occur in a variety of physical therapy settings under the supervision of a physical therapist or PTA. Clinical affiliations are mandatory and must be completed during the scheduled time. Personal arrangements for such things as work schedule, transportation, child care and appropriate dress are the sole responsibility of the student. Students are responsible for their own transportation to and from all clinical affiliation sites. Students may have a clinical affiliation outside the area. In those cases, student is responsible to provide own housing, food and living expenses.

**Dress Code for Lab**
The dress code provides for an effective learning environment and promotes the safety of students and their lab partners. Students are required to dress in a professional manner for all class and laboratory sessions. The intention of this code is that students be neat, clean. Attire should not be visually distracting to others or disruptive to the educational experience.

Shorts, tank top and sport bras and/or T-shirt may be required for lab sessions. For designated laboratory sessions (related to the trunk or upper quadrant anatomy), females will be required to wear a tank top, sport bra or similar garment, and males will be required to remove their shirt. Fingernails must be trimmed sufficiently to allow you to practice techniques of physical therapy without risking damage to the skin of your lab partner or patients. Jewelry should be limited to one ring per hand, medical alert bracelets, watches, and only one pair of small stud earrings. Hair must be clean and neat and not impedes with patient care.

**Dress Code for Clinical Education**
The PTA program has a dress code for clinical affiliations or when representing the program at professional/meetings or community events. Each student is required to purchase 3 polo shirt and 2 pairs of pants from our designated supplier.

For all clinic-based learning experiences (including lab classes held in a clinic): Your apparel and grooming must conform to health, sanitation, and safety standards. Students must adhere to the dress code specified by their respective clinical sites. The complete uniform is to be worn during clinical experiences and as otherwise directed by the faculty or clinical instructor. When dress code is specified, the required attire is a program polo shirt/pants, name badge, watch with second hand, shoes and socks. Shoes must have closed toes and flat heels, and rubber soles are recommended for comfort in the clinic. Clinical Facilities may have additional dress code requirements such as lab coat. PTA students are required to comply with individual clinics requirements.

The close physical contact that is necessary in the physical therapy lab and clinic requires consistent attention to your personal hygiene. To prevent offending your patients or lab partners, please use deodorant, and use minimal perfume or aftershave products.

THE FOLLOWING ITEMS ARE STRICTLY PROHIBITED IN THE CLINIC:

1. Jeans (any color)
2. Tee shirts
3. Untucked shirts
4. Hats, caps and any other unapproved headwear.
5. Excessive hair ornamentation
6. Hair that is not neat, clean or impedes with patient care.
7. Untrimmed beards, sideburns, and mustaches
8. Sleeveless clothing and/or shorts (unless participating in lab activities)
9. Chipped finger nail polish or artificial nails
10. Excessive visible piercings or tattoos
11. Baggy or sagging pants
12. Skirts, skorts
13. Flip flops, open-toed shoes, or high heels
14. Tight fitting, provocative or revealing clothing
15. Bare midriffs, visible cleavage and/or buttocks
   The “3 B’s – breast, belly, butt” cannot be exposed

This is the only acceptable dress code. Do not ask for variations unless you have a documented medical reason for a change in the code. Instructors have the final decision concerning the
dress code. Failure to comply with the dress code may result in dismissal from the lab or class, assignment of an unexcused absence, and/or a grade penalty per occurrence.

PROGRAM SAFETY
1. Students will be continually monitored by faculty for practice of safety skills.
2. Students will be reminded by the faculty to incorporate safe practice in all skill labs.
3. Students who do not follow one or more of the safe practices during lab sessions, will be advised of the failure, and re-instructed by faculty as necessary.
4. If a student fails to follow safe practices on a lab practical, he/she will fail the lab practical and need to retake it per instructions in the syllabi.
5. If a student, at any time, shows blatant disregard for safety of a classmate, the patient and/or him/herself, the consequences will be determined on an individual basis. Possibilities include but are not limited to: failure of the lab practical, failure of the class or affiliation, removal from the program.

Infection Control
1. All students shall practice proper hand washing technique/hand hygiene while participating in lab sessions.
2. Non-latex gloves are available for those with latex allergy.

Lab Skills
1. Students will be instructed to practice only those skills for which they have had prior instruction.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be practiced.
3. Students should at all times practice safe techniques. Standard precautions should be followed at all times.
4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.

Lab Skills Remediation
1. The PTA program maintains a clinical practice laboratory which is open to students and instructors, and which has the following functions:
A. Enhances the PTA curriculum by providing learning activities which reinforce clinical objectives.

B. Provides an environment within which students can practice clinical skills prior to performing these skills in actual patient-care settings.

C. Provides a mechanism for the remediation of clinical skills when students need extra training opportunities.

D. Assists students in completing clinical objectives when they don’t have opportunities to do so in actual clinical settings.

2. The skills lab provides the following resources for students and instructors:

A. Simulated patient care stations with practice mannequins

B. Audio-visual equipment for viewing clinical media

C. Clinical equipment and supplies for practicing procedures (i.e. BP cuff, goniometers, modalities, transfer equipment, gait training equipment, etc)

D. Anatomical and clinically-focused models, charts, and diagrams

E. Computer-assisted instruction (CAI) programs

F. Skills lab instructors to provide one-on-one and group instruction and tutoring during scheduled hours

3. Lab Practical Remediation- If a student does not perform a skill at the “pass” level on a lab practical, then a remediation plan will be established by the lab instructor. The referral form is then sent to the Skills Lab Instructor who will complete the remediation plan with the student. Once the remediation plan has been completed successfully, the form will be signed and placed in the student file as well as a copy provided to the original instructor to ensure the student is safe to continue with lab activities and will then be allowed to repeat the lab practical exam or portion thereof. A student can repeat a lab skill practical 3 times in order to meet competency levels. If unable to pass the lab practical after 3 remediation plans have been completed, the student will be dropped from the program. Please refer to the Remediation Form.

4. Skills lab activities, equipment, and supplies are coordinated by a the PTA Program Director and the Skills Lab Instructor.
SKILLS LAB REFERRAL

Student Name________________________ Course__________ Date______________

**Required Clinical Remediation** (Skills Practice, Skill Check-Off, Tutoring, etc.)

(Completed by Student’s Instructor)

**Instructor Signature________________________**

**Remediation Activities** (Describe specific learning activities)

(Completed by Skills Lab Instructor)

(    ) The student achieved competency in the area(s) requiring remediation

(    ) The student could not achieve competency

**Skills Lab Instructor Signature________________________ Date____________**

*Original to Skills Lab Instructor then Student File; Copy to Instructor; Copy to Student*
PREVENTION OF TRANSMISSION OF HIV/AIDS/INFECTIOUS DISEASE

This policy conforms to the College of the Sequoias policy on HIV and is intended to provide clear guidelines in case of exposure/infection among students and clients. In light of the Americans with Disabilities Act of 1990, it is imperative that:

- The same policy should apply to students, faculty, or staff except where statutes regulate employment or other relationships.
- Inquiry into HIV status is not part of the student application process.
- Schools should inform students of potential infectious hazards inherent in Physical Therapist Assistant education programs, including those that might pose additional risks to the health of HIV positive persons.
- Qualified individuals cannot and will not be denied admission to the PTA program on the basis of HIV status.
- If exposure occurs, counseling will be provided by appropriate personnel through the COS Student Health Service.

GUIDELINES:
Guidelines for Prevention of HIV/Infectious Disease include the following:

- Students will be provided with current information regarding personal health habits, HIV transmission and risk behaviors, and preventive measures as part of their requisite pre-clinical preparation.
- Students will receive written and verbal information and instructions on universal precautions in accordance with CDC guidelines. (See Guidelines to Prevent Transmission of Disease).
- These instructions will be reinforced throughout the program and clinical supervision provided to permit compliance in all clinical learning experiences. Faculty will be competent role models in the care of HIV infected clients.

Guidelines for Management of HIV /LDD Positive Clients include the following:

- All COS PTA Program personnel are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No COS PTA Program personnel may ethically refuse to treat a client solely because the client is at risk of contracting or has an infectious disease such as HIV or AIDS.
- Students and faculty will follow rules of confidentiality and individual rights which apply to all clients.

Guidelines for Exposure to HIV include the following:
See Guidelines to Prevent Transmission of Infectious Diseases in the Appendix regarding precautions and procedures following exposure. If exposure occurs, the student will be informed of the CDC recommended guidelines for occupational exposure: Test for HIV to establish seronegativity at the time of the incident, then retest at 3 months and 6 months following exposure to rule out development of positive serology.

PROGRAM POLICIES AND PROCEDURES

Children in Class
Only enrolled PTA students are allowed in the classrooms and laboratory session. Under NO circumstances are children to accompany you to class, skills lab, clinical, or scheduled meetings with instructors. If this occurs, you will be asked to leave. Your absence will be considered unexcused.

PREGNANCY/EXTENDED ILLNESS/SURGERY
A physician’s written approval is required for a pregnant student to remain in the program AND again before the student can return to school following delivery, prolonged illness, or surgery.

“C” GRADE AS A MINIMUM REQUIREMENT
All courses, both PTA and general education, required by the COS PTA program must be completed with at least a minimum “C” or 70%.

STUDENT GRADING
Students will receive a numerical theory grade and a Pass/Fail for Clinical Education Affiliations. Any student who does not receive at least a “C” grade for theory and a “Pass” grade for clinical will fail the course. Examination grades will be posted following testing. Grades will be posted no sooner than 24 hours and no later than 1 week following a test. Each course must be completed at a “C” level or better to continue in the PTA Program.

Theory grades will be assigned on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.99</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.99</td>
<td></td>
</tr>
</tbody>
</table>

Note: Grades are NOT rounded up.
Instructors will record grades and notify students in writing of failing status at midterm, before the drop date. Students will be notified of their options at that time:

a. Withdraw prior to the deadline so that the student’s grade will be a “W”

b. Continue in the program with the understanding that if the student’s scores do not improve, he/she could receive an unsatisfactory grade.

Clinical Pass or Fail grades will be based upon the student’s satisfactory clinical performance as outlined in the Clinical Performance Instrument (CPI).

**EARLY ALERT (MIDTERM WARNING) POLICY**

The College utilizes an Early Alert program to notify students at the mid-point of the semester should their midterm grades fall below passing (<70% for the PTA Program). Consistent with this practice, the PTA Program notifies a failing student by way of a written form which includes suggestions for improving the theory grade (i.e. study group, tutoring, and meeting with instructors). Included in the form is the final drop date and a statement reminding the student of his/her options (dropping/withdrawing or continuing with the possibility of a failing grade and its effects on GPA, class standing, etc.).

**CRITICAL STUDENT INCIDENT**

A Critical Student Incident form will be completed whenever a student is involved in an adverse occurrence which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.). Examples of serious/critical adverse occurrences include, but are not limited to, the following:

- serious safety errors endangering or having the potential to endanger a client
- negligent acts resulting in endangerment to another
- violations of agency and/or school policies and procedures which endanger another
- evidence of being under the influence of drugs/alcohol
- falsification of information

The critical incident shall be immediately reported to all appropriate parties including the Director of the PTA program. The student may be reprimanded. The Director shall confer to discuss the nature of the incident and its severity. It is the student’s responsibility to make an appointment with the instructor and the Director **within one week** from the date of the incident.
The student may not continue to participate in classroom lab or clinical setting until he/she has been cleared by the instructor. A letter signed by the student and PTA Program Director documenting the incident, the remediation plan, and the consequences of further violations in clinical performance will be given to the student and a copy placed in the student’s file.

Should the student be allowed to continue in the clinical rotation, the Critical Incident form will be attached to the student’s Clinical Performance Instrument (CPI). The incident and a written remediation plan will be outlined in the CPI and the student’s clinical performance will be closely monitored throughout the remainder of the semester.

**STUDENT WITHDRAWAL AND DISMISSAL**

**Dismissal Due to course work and/or Clinical Failure**

Failure is based on achieving a grade below 70%. Clinical failure is based on achieving less than minimum expectations as delineated by the Clinical CPI (see manual competency for passing grade CPI). Clinical failure may also be a result of a serious critical incident. Following dismissal, a student who wants to be readmitted must reapply to the program as a new student.

**Withdrawal Due to Personal Reasons**

A student who must leave the program due to personal reasons, such as an illness or family emergency, and cannot take an Incomplete status can withdraw from the program and receive a grade of “W” if the withdrawal occurs prior to the last drop date. The faculty member will complete a Student Withdrawal Form and forward it to the Director. The student will make an appointment with the Director for an exit interview. Following withdrawal, a student who wants to be readmitted must reapply to the program as a new student.

**Incomplete Grade**

If, after the final drop date, a student cannot complete course requirements the student can request a grade of “Incomplete.” The formal process for obtaining an Incomplete grade is initiated in the college’s Admissions and Records office. The student will also meet with the Director to discuss the terms and conditions for satisfying the Incomplete, including specific course work and deadlines. The student will not be allowed to progress to the next semester or graduate until the Incomplete has been satisfied and the student receives a passing grade for the course. The student is not required to re-enroll or pay additional laboratory fees.
STUDENT GRIEVANCE PROCEDURE

The college utilizes a formal grievance procedure which can be initiated by any student who believes that he/she has been subjected to unjust action by a staff member or administrator of the college. COS adopts and utilizes this same procedure and believes that all students should be free of unfair or improper actions by any member of the college community. The Student Grievance Procedure form is provided to all PTA students and can be downloaded on the COS website.

STUDENT-INSTRUCTOR COMMUNICATION

All instructors have scheduled office hours which are posted outside their office doors and on the faculty page of the website www.cos.edu/pta/faculty. Please contact your instructors or the Program Director to discuss your progress, any problems, or if you need assistance.

STUDENT TO INSTRUCTOR EMAIL

Instructors and students may wish to communicate via email; however, students are encouraged to discuss their progress, problems or need for assistance by meeting face-to-face. Emails to instructors containing jokes, chain letters, etc., are inappropriate.

INFORMING STUDENTS OF PROGRAM CHANGES

Policies and procedures are communicated to students by means of the Physical Therapist Assistant Student Handbook. This handbook is revised regularly to provide current and accurate information. Each PTA student receives his/her own copy of the Handbook upon admission to the program. Changes in the PTA program, policies, and procedures will be posted on the website at www.cos.edu/pta.

TRANSPORTATION

Each student must have unlimited access to reliable transportation and possess a valid California drivers license. It may be necessary to drive to a clinical site several days per week. Car pooling is encouraged as much as possible, but clinical assignments cannot always be made according to convenient geographical locations. Proof of insurance and valid license will be kept on file in PTA office. Clinical sites may be at a geographical area therefore students are responsible for transportation, food and lodging.

UNACCEPTABLE CLASSROOM BEHAVIOR
Unacceptable classroom behavior/conduct includes, but is not limited to, the following:

- Interference with the learning of others.
- Excessive tardiness.
- Interruptions by excessively talking during class.
- Intimidation of students and/or faculty (angry, hostile, or violent behavior).
- Inappropriate/provocative dress/appearance.
- Use of cell phones during class time, including texting.
- Dishonesty.
- Use of vulgar/obscene language.
- Use of tobacco products
- No chewing gum
- No food or drinks in classroom
- No hats
- No headphones
- Any other behavior deemed by PTA Faculty as unacceptable and which interferes with the learning or safety of others, including those behaviors and activities listed in the COS Code of Conduct, COS PTA Student Handbook, and APTA standards of Ethical Conduct for Physical Therapist Assistant.

If an instructor identifies a student who is demonstrating any unacceptable classroom behavior, the instructor will immediately request that the student leave the classroom and may call for assistance from the COS Police Department when deemed necessary. The student will be counted as absent for the missed class time.

The instructor will, as soon as possible, notify the Director and document the incident using the report form. The instructor along with the Program Director will meet with the student to discuss the behavior and the conditions which the student must meet (i.e. no further incidents of unacceptable behavior) to avoid dismissal from the program. The student will be given a copy of the report listing the specific remediation plan at the time of the meeting. Failure of the student to correct the unacceptable behavior will result in failure of the course and dismissal from the program.

**STUDENT DRUG AND ALCOHOL TESTING**

The College of the Sequoias registered Physical Therapist Assistant program maintains contractual agreements with clinical agencies used in the education of PTA students. These agencies require drug and alcohol testing of employees and students. For incoming PTA students, drug and alcohol screening is required as part of the pre-clinical process and must be completed in first semester. For currently enrolled students, drug and alcohol screening is mandatory when there is probable cause and/or reasonable suspicion to believe that the student is under the influence of drugs and/or alcohol while in the classroom and/or clinical settings.
PROCEDURE:

1. All students accepted into the COS Physical Therapist Assistant program will be tested for drug and alcohol use. If the student fails to provide a clean drug screen continuation in COS PTA Program will be immediately rescinded.

2. All students must further sign a statement agreeing to immediate monitored drug and alcohol screening upon request of the Physical Therapist Assistant Director, PTA instructor and/or CI when there is probable cause and/or reasonable suspicion to believe that the student is under the influence of drugs and/or alcohol.

3. Incoming and currently enrolled students with verified positive test results for alcohol, any illegal drug, or abuse of prescribed or over-the-counter medications, or mind-altering substances, will be given reasonable opportunity to challenge or explain the results. Where results are confirmed and no medical justification exists, incoming students will not be admitted to the program and currently enrolled students will not be allowed to participate in clinical activities; thus, they may not meet the objectives required for successful completion of the Physical Therapist Assistant program.

4. If a student fails a subsequent drug and alcohol screen, the student will be dropped from the program.

5. If a student fails to appear for any requested/required drug and alcohol screening test, the student will be immediately dismissed from the Physical Therapist Assistant program.

6. All information regarding drug and alcohol testing and resulting actions (i.e. rehabilitation, dismissal) will be kept confidential and will be maintained in a file separate from the student’s regular file. Only the Physical Therapist Assistant program Director will have access to the file.

ABSENCE AND TARDY

The purpose of the absence and tardy policy is to ensure quality education for the student. Because of the large volume of material covered each day, and because laboratory experience validates learning objectives, it is extremely important that absences and tardiness be kept at an absolute minimum. Attendance and punctuality are considered important responsibilities both in the classroom and in the laboratory.

Tardiness is disruptive to the learning of others and is not acceptable.

PROCEDURE:

1. A student will receive a warning letter after the third late arrival and subsequent tardiness can be grounds for dismissal.

2. A student who is tardy on a test day will not be allowed to take the test.

3. Students are expected to attend all scheduled classes and clinical affiliations. In the event of illness or family crisis, the lecturing or clinical instructor should be notified as soon as possible. If the instructor cannot be reached, the student should contact the Physical Therapist Assistant office and report the absence to the Division secretary or leave a voice mail message. Students should refer to the individual instructor’s course syllabus and/or clinical guidelines for special instructions regarding reporting an excused
absence. Record of attendance and participation grade are 15%. Attendance is required for all classes, labs, and clinical courses.

4. There are no make-up provisions for missed clinical experiences. If the student is absent from clinical affiliation, he/she must make arrangements to complete a required time. If the student does not complete the required hours they will receive a “Failure” for the missed clinical course.

5. If a student is excused on a test day, the student must make arrangements with the testing instructor to take the make-up test within one week from the date of the missed test.

6. The instructor whose test was missed will determine the testing format for the makeup test (i.e. multiple choice, essay, oral or written.)

**PRIVACY AND CONFIDENTIALITY**

The privacy and confidentiality of students and patients are of the utmost importance and maintained at all times. The COS PTA program complies with the Federal Education (FERPA) guidelines and faculty and staff have undergone training to comply with these privacy and confidentiality standards.

**Procedure:**

1. Drug test and potential background checks go to and are maintained in the Director’s office.

2. Grade books, exams, student files and any other identifiable documents are kept in locked drawers/cabinets in the appropriate faculty person’s office.

3. Student must sign a release form in order for information to be released.

4. Students must sign a release form for the appropriate personal/medical information to be sent to their CI’s for affiliations.

5. Students have the option to sign a release form for name, phone, and address to be released to potential employers. (Recruitment Release form)

6. Student counseling/advising sessions with program faculty occur in the privacy of the faculty member’s office or other appropriate private rooms (i.e. conference room).

7. Students sign “HIPAA Letter of Instruction” which further states the student will maintain patient confidentiality while participating in clinical affiliations; all materials pertaining to patients will remain at clinical site.

8. Students are instructed in HIPAA regulations at each clinical site.

**ARREST INFORMATION**

Most states require Physical Therapist Assistants to be licensed. To become licensed in the State of California, you must have graduated from high school (or equivalent), graduated from a
CAPTE approved Physical Therapist Assistant program and passed the nation licensing examination.

In addition to successfully completing a prescribed course of study and passing the national licensing exam, the California Physical Therapy Practice Act requires that the candidates to be licensed must be “of good moral character”. PTA students are advised that if they have been “arrested, charged or convicted of a violation of a Federal Law, State Law, or Municipal Ordinance other than a traffic violation”, they may be precluded from licensure to practice as a Physical Therapist Assistant in California. DUI arrest may affect your licensure. If the PTA student falls into the above category, it is suggested that they student contact the California State Board of Physical Therapy Examiners for additional information prior to proceeding in the PTA Program.  www.ptb.ca.gov

PHOTO/VIDEO RELEASE

I understand that in the course of my education in the Physical Therapist Assistant Program, there may be occasion for my photograph/video to be taken.

I consent to my photograph/video being taken for the purposes of knowledge and education; or in the event the college requests photos for the student catalogue or schedule.
I further understand that I will not be identified by name in these photos/videos.

I have the right to rescind this release in writing at any time.

Student Name____________________________________________

Student Signature_________________________________________

Date____________________________________________________
INFORMED CONSENT

Student to Act as Simulated Patient

I understand that PTA practice includes being touched by my fellow classmates and instructors.

I understand that as part of the academic and clinical education to become a PTA (Physical Therapist Assistant) I am required to participate in various lecture and lab classes as simulated patient. Instructors and other students will have opportunities to demonstrate and practice on me those skills learned in various classes. These skills include, but are not limited to a variety of: mobility, therapeutic exercises, testing and measurements, and physical agents.

I understand that there is some risk of injury resulting from my participation in these skill training classes. I further understand that the college cannot ensure that other students will properly apply skills learned in class nor can the college be held responsible for any pre-existing conditions or injuries that I may have which make me susceptible to injury.

If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to the Disability Resource Center.

In the unlikely event that I become injured it must immediately be reported to the instructors of the class and the appropriate college incident report must be filled out. If necessary, appropriate medical intervention and payment for those services are solely my responsibility.

I have read and understand the above information.

Student Name__________________________________________

Student Signature_______________________________________

Date___________________________________________________
**Occupational Exposure Control Protocol**

Students are advised that working in a health profession does expose them to the risk of coming into contact with hazardous substances. The COS PTA program complies with all standards, rules, and regulations issued by the Occupational Safety and Health Administration (OSHA) and the recommendations of the Center for Disease Control (CDC). Students should consistently follow all safe work place practices. The following practices are designed to eliminate or reduce your exposure to blood borne pathogens and other hazardous material.

The following standards have been set for the COS PTA program:

1. Students are required to either obtain the Hepatitis B vaccination series or sign a declination statement.
2. Students will be required to pass a test covering universal standard precautions for dealing with blood and other potentially infectious materials.
3. Personal Protective Equipment must be worn when engaged in all activities where exposure is possible.
4. Material Safety Data Sheets (MSDS) are maintained in all areas where potentially hazardous chemicals are utilized.
5. Sharps containers and biohazard disposal containers are located in laboratory and clinical areas.
6. First aid stations are available in each laboratory.

Any PTA student who sustains a needle stick or other occupational injury resulting in exposure to blood, bodily fluids, or other hazardous substance should follow the following protocol:

1. Immediately wash the affected area with soap and water.
2. Cover the area with a dressing, if possible.
3. For an ocular exposure, flush thoroughly with water or the eye wash that is available in the first aid station.
4. Inform the instructor immediately.
5. Complete an incident report to be filed in the PTA/Allied Health Division office.
6. It is highly recommended that the student see a healthcare provider who is trained in assessing the risk of the exposure immediately, but certainly within 48 hours.

Recommendations for appropriate healthcare providers can be obtained from the Student Health Center. All expenses related to testing and treatment incurred as a result of a needle stick or other occupational exposure will be the responsibility of the student. Therefore, it is highly recommended that the student acquire and/or maintain a health insurance policy to cover these expenses.

I have read the Occupational Exposure Control Protocol and have been presented with this information prior to entering the clinical setting.

Name/Print ____________________________   Signature ___________________________
§1398.44: Adequate Supervision Defined

(a) “Adequate supervision” of a physical therapist assistant shall mean supervision that complies with this section. A physical therapist shall at all times be responsible for all physical therapy services provided by the physical therapist assistant and shall ensure that the physical therapist assistant does not function autonomously. The physical therapist has a continuing responsibility to follow the progress of each patient, and is responsible for determining which elements of a treatment plan may be assigned to a physical therapist assistant.

(b) A physical therapist who performs the initial evaluation of a patient shall be the physical therapist of record for that patient. The physical therapist of record shall remain as such until a reassignment of that patient to another physical therapist of record has occurred. The physical therapist of record shall ensure that a written system of transfer to the succeeding physical therapist exists.

(c) The physical therapist of record shall provide supervision and direction to the physical therapist assistant in the treatment of patients to whom the physical therapist assistant is providing care. The physical therapist assistant shall be able to identify, and communicate with, the physical therapist of record at all times during the treatment of a patient.

(d) A physical therapist assistant shall not:
(1) Perform measurement, data collection or care prior to the evaluation of the patient by the physical therapist
(2) Document patient evaluation and reevaluation
(3) Write a discharge summary
(4) Establish or change a plan of care
(5) Write progress reports to another health care professional, as distinguished from daily chart notes
(6) Be the sole physical therapy representative in any meeting with other health care professionals where the patient’s plan of care is assessed or may be modified.
(7) Supervise a physical therapy aide performing patient-related tasks
(8) Provide treatment if the physical therapist assistant holds a management position in the physical therapy business where the care is being provided. For purposes of this section, “management position” shall mean a position that has control or influence over scheduling, hiring, or firing. The prohibitions in subsection (d) above shall not prohibit a physical therapist assistant from collecting and documenting data, administering standard tests, or taking measurements related to patient status.

(e) The physical therapist assistant shall:
(1) Notify the physical therapist of record, document in the patient record any change in the patient’s condition not within the planned progress or treatment goals, and any change in the patient’s general condition.

Note: Authority cited: Sections 2615, 2655.1 and 2655.92, Business and Professions Code.
Reference: Section 2655.92, Business and Professions Code.

Article 7. Practice by Applicants

§ 1399: Requirements for Use of Aides

(a) A physical therapy aide is an unlicensed person who may be utilized by a physical therapist in his or her practice by performing non-patient related tasks, or by performing patient related tasks.

(b) Prior to the aide providing patient related care, a physical therapist shall evaluate and document, the aide’s competency level for performing the patient related task that the aide will provide in that setting. The record of competencies shall be made available to the board or any physical therapist utilizing that aide upon request.

(c) As used in these regulations:
(1) A “patient related task” means a physical therapy service rendered directly to the patient by an aide, excluding non-patient related tasks as defined below.

(2) A “non-patient related task” means a task related to observation of the patient, transport of patients, physical support only during gait or transfer, housekeeping duties, clerical duties and similar functions.

(3) “Under the orders, direction and immediate supervision” means:

(A) Prior to the initiation of care, the physical therapist shall evaluate every patient prior to the performance of any patient related tasks by the aide.
(B) The physical therapist shall formulate and record in the patient's record a treatment program based upon the evaluation and any other information available to the physical therapist, and shall determine those patient related tasks which may be assigned to an aide.

(C) The physical therapist shall assign only those patient related tasks that can be safely and effectively performed by the aide. The physical therapist shall be responsible at all times for the conduct of the aide while the aide is performing “patient related tasks” and “non-patient related tasks” as defined in this section.

(D) The physical therapist shall provide continuous and immediate supervision of the aide. The physical therapist shall be in the same facility as the aide and in immediate proximity to the location where the aide is performing patient related tasks. The physical therapist shall be readily available at all times to provide immediate advice, instruction or intervention in the care of the patient. When patient related tasks are provided to a patient by an aide the physical therapist shall at some point during the treatment day provide direct service to the patient as treatment for the patient's condition or to further evaluate and monitor the patient's progress.

(E) The physical therapist shall perform periodic re-evaluation of the patient as necessary and make adjustments in the patient's treatment program. The reevaluation shall be documented in the patient's record.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2630, Business and Professions Code.


1398.13 Patient Records.

(a) A physical therapist shall document and sign in the patient record the following in accordance with subsection (c):

(1) Examination and re-examination

(2) Evaluation and reevaluation

(3) Diagnosis

(4) Prognosis and intervention

(5) Treatment plan and modification of the plan of care

(6) Each treatment provided by the physical therapist or a physical therapy aide

(7) Discharge Summary

(b) The physical therapist assistant shall document and sign in the patient record any treatment provided by that individual, in accordance with subsection (c).

(c) With respect to any care provided to the patient, the patient record shall indicate:
(1) The date and nature of the service provided and
(2) The name and title of any individual who provided such service, including the
individual’s role in that service. As used in this section, the term “service” does not
include “non-patient related tasks” as defined in section 1399.

(d) The physical therapist shall ensure compliance with subsection (c).

(e) The requirements of this section are in addition to the requirements of the following
sections:
   (1) 1398.37(d) [relating to physical therapist students and interns],
   (2) 1398.44(e)(1) [relating to physical therapist assistants]
   (3) 1398.52(d) [relating to physical therapist assistant students]
   (4) 1399.10 [relating to physical therapist license applicants]; and
   (5) 1399.12 [relating to physical therapist assistant license applicants].

(f) Electronic signatures are sufficient for purposes of this section.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2620.7,
Business and Professions Code.

Guide for Conduct of the Physical Therapist Assistant
This 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 the American Physical Therapy Association (APTA). The Guide provides
guidelines by which physical therapist assistants may determine the propriety of their conduct.
It is also intended to guide the development of physical therapist assistant students. The
Standards and 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. This Guide is
subject to monitoring and timely revision by the Ethics and Judicial Committee of the
Association.

Interpreting Standards
The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the
Ethics and Judicial Committee. These interpretations are intended to guide a physical therapist
assistant in applying general ethical principles to specific situations. They should not be
considered inclusive of all situations that a physical therapist assistant may encounter.

STANDARD 1
A physical therapist assistant shall respect the rights and dignity of all individuals and shall provide
compassionate care.

1.1 Attitude of a physical therapist assistant
A. A physical therapist assistant shall recognize, respect and respond to individual and cultural differences with compassion and sensitivity.
B. A physical therapist assistant shall be guided at all times by concern for the physical and psychological welfare of patients/clients.
C. A physical therapist assistant shall not harass, abuse, or discriminate against others.

STANDARD 2
A physical therapist assistant shall act in a trustworthy manner towards patients/clients.

2.1 Trustworthiness
A. The physical therapist assistant shall always place the patients/clients' interest(s) above those of the physical therapist assistant. Working in the patient’s/client’s best interest requires sensitivity to the patient’s/client’s vulnerability and an effective working relationship between the physical therapist and the physical therapist assistant.
B. A physical therapist assistant shall not exploit any aspect of the physical therapist assistant–patient/client relationship.
C. A physical therapist assistant shall clearly identify him/herself as a physical therapist assistant to patients/clients.
D. A physical therapist assistant shall conduct him/herself in a manner that supports the physical therapist–patient/client relationship.
E. A physical therapist assistant shall not engage in any sexual relationship or activity, whether consensual or nonconsensual, with any patient/client entrusted to his/her care.
F. A physical therapist assistant shall not invite, accept, or offer gifts or other considerations that affect or give an appearance of affecting his/her provision of physical therapy interventions. See Section 6.3

2.2 Exploitation of Patients
A physical therapist assistant shall not participate in any arrangements in which patients/clients are exploited. Such arrangements include situations where referring sources enhance their personal incomes by referring to or recommending physical therapy services.

2.3 Truthfulness
A. A physical therapist assistant shall not make statements that he/she knows or should know are false, deceptive, fraudulent, or misleading.
B. Although it cannot be considered unethical for a physical therapist assistant to own or have a financial interest in the production, sale, or distribution of products/services, he/she must act in accordance with law and make full disclosure of his/her interest to patients/clients.

2.4 Confidential Information
A. Information relating to the patient/client is confidential and shall not be communicated to a third party not involved in that patient’s/client’s care without the prior consent of the patient/client, subject to applicable law.
B. A physical therapist assistant shall refer all requests for release of confidential information to the supervising physical therapist.

STANDARD 3
A physical therapist assistant shall provide selected physical therapy interventions only under the supervision and direction of a physical therapist.

3.1 Supervisory Relationship
A. A physical therapist assistant shall provide interventions only under the supervision and direction of a physical therapist.

B. A physical therapist assistant shall provide only those interventions that have been selected by the physical therapist.

C. A physical therapist assistant shall not provide any interventions that are outside his/her education, training, experience, or skill, and shall notify the responsible physical therapist of his/her inability to carry out the intervention. See Sections 5.1 and 6.1B

D. A physical therapist assistant may modify specific interventions within the plan of care established by the physical therapist in response to changes in the patient’s/client’s status.

E. A physical therapist assistant shall not perform examinations and evaluations, determine diagnoses and prognoses, or establish or change a plan of care.

F. Consistent with the physical therapist assistant’s education, training, knowledge, and experience, he/she may respond to the patient’s/client’s inquiries regarding interventions that are within the established plan of care.

G. A physical therapist assistant shall have regular and ongoing communication with the physical therapist regarding the patient’s/client’s status.

**STANDARD 4**

A physical therapist assistant shall comply with laws and regulations governing physical therapy.

4.1 Supervision

A physical therapist assistant shall know and comply with applicable law. Regardless of the content of any law, a physical therapist assistant shall provide services only under the supervision and direction of a physical therapist.

4.2 Representation

A physical therapist assistant shall not hold him/herself out as a physical therapist.

**STANDARD 5**

A physical therapist assistant shall achieve and maintain competence in the provision of selected physical therapy interventions.

5.1 Competence

A physical therapist assistant shall provide interventions consistent with his/her level of education, training, experience, and skill. See Sections 3.1C and 6.1B

5.2 Self-assessment

A physical therapist assistant shall engage in self-assessment in order to maintain competence.

5.3 Development

A physical therapist assistant shall participate in educational activities that enhance his/her basic knowledge and skills.

**STANDARD 6**

A physical therapist assistant shall make judgments that are commensurate with their educational and legal qualifications as a physical therapist assistant.

6.1 Patient Safety

A. A physical therapist assistant shall discontinue immediately any interventions(s) that, in his/her judgment, may be harmful to the patient/client and shall discuss his/her concerns with the physical therapist.

B. A physical therapist assistant shall not provide any interventions that are outside his/her education, training, experience, or skill and shall notify the responsible physical therapist of his/her inability to carry out the intervention. See Sections 3.1C and 5.1.
C. A physical therapist assistant shall not perform interventions while his/her ability to do so safely is impaired.

6.2 Judgments of Patient/Client Status
If in the judgment of the physical therapist assistant, there is a change in the patient/client status he/she shall report this to the responsible physical therapist. See Section 3.1.

6.3 Gifts and Other Considerations
A physical therapist assistant shall not invite, accept, or offer gifts, monetary incentives or other consideration that affect or give an appearance of affecting his/her provision of physical therapy interventions. See Section 2.1F.

STANDARD 7
A physical therapist assistant shall protect the public and the profession from unethical, incompetent, and illegal acts.

7.1 Consumer Protection
A physical therapist assistant shall report any conduct that appears to be unethical or illegal.

7.2 Organizational Employment
A. A physical therapist assistant shall inform his/her employer(s) and/or appropriate physical therapist of any employer practice that causes him or her to be in conflict with the Standards of Ethical Conduct for the Physical Therapist Assistant.

B. A physical therapist assistant shall not engage in any activity that puts him or her in conflict with the Standards of Ethical Conduct for the Physical Therapist Assistant, regardless of directives from a physical therapist or employer.

http://www.apta.org/AM/Template.cfm?Section=PTA_Resources1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=64336

Guidelines for Prevent the Transmission of Infectious Disease
The management of issues related to infectious diseases is of primary concern to PTA faculty and administration. The rapid increase of blood borne diseases has caused an awareness of the need for policies and guidance. This policy is designed to balance the protection from risk for students, faculty, and clients, with the individual rights of privacy and equal opportunity. Each PTA student will be provided with information regarding protection from infectious diseases to which the student may be exposed during his/her education.

Control of microorganisms which cause disease in humans is vital in the health care environment. Although the risk of infection transmission exists, that risk can be minimized by appropriate education and actions taken to avoid transmission. It is the policy of this agency that:

1) All students will receive specific information regarding the chain of infection and measures which prevent the transmission of infection before engaging in clinical laboratory experience.
2) This information will be repeated and will increase in depth as the student encounters more complex situations.

3) All students will be required to acknowledge in writing that they have been provided with information regarding:

   a. The risk of transmission of infectious disease encountered in the allied health field.
   b. Infection control measures consistent with Centers for Disease Control (CDC) and OSHA guidelines.

**GUIDELINES:**

1) Use of Universal precautions is an effective means of preventing transmission of infectious disease. “Since health care workers are unable to identify all clients with blood-borne disease, blood and body fluid precautions should be consistently used for all clients. This approach, recommended by the CDC is referred to as ‘universal precautions’ or ‘universal blood and body fluid’ precautions”. (Federal Register 12/06/91)

2) Instruction in universal precautions and CDC recommended infection control measures will be given before the student begins clinical experience and will be reinforced at regular intervals throughout the program.

3) The student will be asked to review current information regarding universal precautions and CDC recommended infection control measures each semester and acknowledge receipt of the information by signing the form referred to in this policy.

**Infection Control Precautions**

1. Handle the blood and body fluids of all clients as potentially infectious.
2. Wash hands before and after all client or specimen contact.
3. Wear gloves for potential contact with blood or body fluids.
4. Wear gloves if splash with blood or body fluids is anticipated.
5. Wear an agency-approved filtration mask if airborne transmission is possible.
6. Wear protective eye wear if splatter with blood and body fluid is possible. Wear gown if clothing apt to be soiled.
7. Place used syringes immediately in nearby impermeable sharps container. Do not recap or manipulate needles in any way.
8. Treat all linen soiled with blood/body secretions as potentially infectious.
9. Process all laboratory specimens as potentially infectious.
10. Follow agency policy regarding resuscitation during respiratory arrest.
OSHA Guidelines following Percutaneous or per mucosal Exposure

A significant occupational exposure is defined as:
- A needle sticks or cut caused by a needle or sharp that was actually or potential contaminated with blood/body fluid.
- A mucous membrane exposure to blood or body fluids (i.e. splash to the eyes, ears, mouth)
- A cutaneous exposure involving large amounts of body fluid or prolonged contact with body fluid, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis, or compromised or broken in any way.

Procedure following exposure:
1. Wound care/first aid should occur immediately following exposure:
   a. All wounds should be vigorously cleansed with soap and water immediately.
   b. Mucous membranes should be flushed with water or normal saline solution immediately.
   c. Other treatment will be rendered as indicated.
2. Following immediate wound care/first aid measures:
   a. The student will immediately report to the clinical instructor any incident of exposure.
   b. The clinical instructor will complete a Notice of Accidental Exposure form and submit it to the PTA Program Director (form available from the Division secretary).
   c. Clinical instructor or student will notify the Infection Control Officer of the clinical agency involved.
   d. Specific recommendations will be made according to the type of exposure and infectious agent involved.
CRIMINAL BACKGROUND CHECK & DRUG SCREENING PROCEDURE FORM

1. Go to the Customized Applicant Paying Website at www.sjvncbackground.com to enter personal information. **IMPORTANT**: Take care! Do not make typing errors when entering personal information. All errors, no matter how innocent, may result in you having to re-pay and re-test with the corrected information.

   **Examples of innocent errors:**
   - Mixing up order of first, last and middle names.
   - Typing error in SS#.
   - Typing error in birth date.

2. You MUST check “yes” in the box that asks if you want a copy of your report and give a valid email address. You are required to have a copy of your report to verify your results and act on any discrepancies.

3. Pay for your background check and drug screen by selecting from two methods of payment (Money Order or Credit Card).

4. Once paid, a confirmation email will be sent to you, usually within 24 hours.

5. Please take your confirmation of payment email to your school to pick up a Chain of Custody form which you will need for your drug test.

Take the Chain of Custody form and photo ID to a designated drug testing facility (which can be found on the website) and perform the drug screen.

**IMPORTANT: DO NOT drink more that 8 oz. of fluid in the 2 hours prior to giving urine sample. An abundance of fluid will result in a “dilute” reading which constitutes a “flagged” situation. It may keep you from attending clinical and may requires immediate re-payment and re-testing.**

At the facility, if you are not able produce a urine sample when requested, call ADB on how to proceed.

7. The lab will run extensive tests to verify if the drug screen is negative/positive/dilute.
   - When results are negative, a fax is sent from Quest to American DataBank to input the results.
   - When results are dilute, you must contact American DataBank at 1-800-200-0853 for further instructions.
   - When results are positive, the results are forwarded to the Medical Review Officer. The Medical Review Officer will contact you for verification of any prescription drug you may be taking to show a false positive. After discussion, the Medical Review Office will send a fax to American DataBank to input the
results and close the order. If the order is positive the Medical Review Office will list the drug that is positive.

8. If you have any questions about this procedure, please call American DataBank at 1800-200-0853
**Part A:**

Name:_________________________________________________ Telephone:______________________ Cell
Number:____________________________
Address:_______________________________________________City:__________________________ZIP
Code:____________________________
Birth Date:_____________________________________________ Family Health Care Provider (MD, NP, PA, CNM):__________________________
Emergency Contact:_____________________________Relationship:__________________________Telephone/Cell
Number:____________________________

**HEALTH HISTORY**

Have you ever had or do you have any of the following? (Check “Yes” or “No”)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Frequent headaches</td>
<td></td>
<td></td>
<td>16.</td>
<td>Blood in urine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Hay fever</td>
<td></td>
<td></td>
<td>17.</td>
<td>Black or bloody B.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Sinus trouble, nosebleeds</td>
<td></td>
<td></td>
<td>18.</td>
<td>Neck injuries or problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Frequent colds</td>
<td></td>
<td></td>
<td>19.</td>
<td>Foot problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Ear infections or problems</td>
<td></td>
<td></td>
<td>20.</td>
<td>Swollen ankles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Asthma</td>
<td></td>
<td></td>
<td>22.</td>
<td>Bone or joint problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Chronic cough</td>
<td></td>
<td></td>
<td>23.</td>
<td>Rheumatism or arthritis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Recurrent vomiting</td>
<td></td>
<td></td>
<td>26.</td>
<td>Varicose veins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Ulcers</td>
<td></td>
<td></td>
<td>27.</td>
<td>Anemia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Jaundice or hepatitis</td>
<td></td>
<td></td>
<td>28.</td>
<td>Skin problems, eczema, or chronic rash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Frequent or painful urination</td>
<td></td>
<td></td>
<td>29.</td>
<td>Bruise easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Frequent bowl irregularities (diarrhea, constipation)</td>
<td></td>
<td></td>
<td>30.</td>
<td>Extreme nervousness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Substantive Change Proposal**  
**College of the Sequoias**  
**Page 84**
Have you ever had a work-related injury or illness?  ☐ Yes  ☐ No  ☐

Are you presently under a doctor’s care for any condition?  ☐ Yes  ☐ No  ☐

Has anyone in your immediate family ever had a history of:  Diabetes?  ☐ Yes  ☐ No  ☐  Tuberculosis?  ☐ Yes  ☐ No  ☐

Please provide details for all “yes” answers given above in items 1-48:

_________________________________________________________________________________

_________________________________________________________________________________

Major Hospitalization: If you have ever been hospitalized for any major medical illness or operation, write in your most recent hospitalizations below

<table>
<thead>
<tr>
<th>Year</th>
<th>Operation or Illness</th>
<th>Name of Hospital</th>
<th>City and State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st  Hospitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd  Hospitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd  Hospitalization</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4th  Hospitalization</td>
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</tbody>
</table>

I understand that by signing this form I am certifying the accuracy of the information, and that supplying any false or incorrect information on this form shall constitute grounds for discipline up to and including dismissal from the COS PTA Program.

I also certify that the answers are true and hereby give the examining Health Care Provider (MD, NP, PA, CNM) permission to submit a report of my physical condition to College of the Sequoias PTA Program.

Student Signature:_________________________________________________________________ Date: ____________________

Print Name:_______________________________________________________________________

Revision:  July 2011
**PART B: IMMUNIZATION HISTORY** – If you have not had the disease but have had the immunization, indicate the year of the immunization in the “Date Immunized” column as accurately as possible. Please provide copies of all immunization records.

<table>
<thead>
<tr>
<th>Yes</th>
<th>DATE OF DISEASE</th>
<th>NO</th>
<th>DATE IMMUNIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Measles – 2 week (Rubeola)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>German Measles – 3 day (Rubella)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Chicken Pox (Varicella)</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Tdap – Tetanus/Diphtheria/Pertussis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Hepatitis B – 3 dose series Date of Vaccine</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>7.</td>
<td>TB Skin Test</td>
<td>Results:</td>
<td>If PPD reactor – Chest x-ray results (provide copy):</td>
</tr>
</tbody>
</table>

**PART C: MEDICINES**

List any food or medication allergies and/or sensitives:  
List any medications you are sensitive or allergic to:

<p>| | |</p>
<table>
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</table>

List current prescribed and over the counter medications:

<p>| | | |</p>
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<tbody>
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</tbody>
</table>

Are you taking any medications that may cause any of the following?

- □ Dizziness
- □ Drowsiness
- □ Inability to operate equipment or drive a car
- □ Other side effects which may impede your judgment or clinical performance?

Explain:  

______________________________________________
PART D:
Student Essential Technical Standards

STUDENT ESSENTIAL TECHNICAL STANDARDS: In compliance with the Americans with Disabilities Act, students must be, with or without reasonable accommodations, physically and mentally capable of performing the essential technical standards of the program. If a student believes that he or she cannot meet one or more of the standards without accommodations or modifications, the nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made. The following Essential Technical Standards identify essential eligibility requirements for participation in the College of the Sequoias Physical Therapist Assistant Program.

Work Hours:
Able to work up to two 12 hour days per week at hospital sites.

Work Environment:
Exposure to hazardous material and blood borne pathogens requiring safety equipment such as masks, head coverings, glasses, rubber and latex gloves, etc.
Must be able to meet hospital and college performance standards.
Must travel to and from training site.

Cognitive Abilities:
Understand and work from written and verbal orders.
Possess effective verbal and written communication skills.
Understand and be able to implement related regulations and hospital policies and procedures.
Possess technical competency in patient care and related areas.
Speak to individuals and small groups.
Conduct personal appraisals and counsel patients and families.
Revision: July 2011

The PTA student's Health Care Provider will verify that the student can meet the physical demands and perform these physical activities:

Physical Demands:
Standing and/or walking up to seven hours throughout an eight and/or twelve hour shift.
Bending, crouching, or stooping several times per hour.
Lifting and carrying a minimum of 30 pounds several times per hour.
Lifting and moving up to a 300 lb. patient in a 2-3 person transfer.
Reaching overhead, above the shoulder at 90 degrees.
Pushing and/or pulling objects and equipment weighing up to 300 lbs.
Utilizing eyesight to observe patients, manipulate equipment and accessories.
Hearing to communicate with the patient and health care team.
Utilizing sufficient verbal and written skills to effectively and promptly communicate in English with the patient and healthcare team.
Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, and keyboards, utilizing fine and gross motor skills.
Performing the assigned training related tasks/skills responsibilities with the intellectual and emotional function necessary to ensure patient safety and exercise independent judgment and discretion.
Utilizing the above standards/functions to respond promptly to the patient needs and/or emergency situations.

Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Student Essential Technical Standards either with or without accommodation.

I have read the Student Essential Technical Standards for College of the Sequoias Physical Therapist Assistant Students and acknowledge that I am able to perform these functions:

Student Signature: ____________________________ Date: ____________________________
**PART E: Physical Examination (to be completed by Health Care Provider (MD, NP))**

Ht. ______________ Wt. ______________ BP ___________ Pulse ______________
Resp____________________

Vision: Uncorrected: R 20/_______ L 20/_______ B 20/_______
Corrected: R 20/_______ L 20/_______ B 20/_______ Glasses ↑ Contacts ↑

<table>
<thead>
<tr>
<th>Not Examined</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Skin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth, Throat, Teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck (Thyroid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest &amp; Lungs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitourinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernias</td>
<td></td>
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</tr>
</tbody>
</table>
IMMUNIZATIONS AND SUPPLEMENTAL EXAMINATION

The following immunizations are required for entry and continuance in to the COS PTA Program.

MMR/MEASLES, MUMPS & RUBELLA IMMUNIZATION

Date of Vaccination (2 doses required): 1)_________ 2)__________

OR

Date of MMR Titer:_________________________________________            NEG:__________  POS:__________

VARICELLA (CHICKEN POX) IMMUNIZATION

Date of Vaccination (2 doses required): 1)_________ 2)__________

OR

Date of Varicella Titer:_________________________________________   NEG:__________  POS:__________

**Please note: In the event that you contact Chickenpox, you will be excluded from facilities. Therefore, it is strongly recommended that students without proof of a history of Chickenpox or a positive Varicella titer have the Varicella vaccine.

HEPATITIS B SERIES

Dates of Vaccines: 1st)_________ 2nd)_________ 3rd)_________

OR

Date of Hepatitis B Titer:______________________________           NEG:__________  POS:__________

TB SKIN TEST

TB skin testing 2-step procedure (used for initial skin testing of adult healthcare providers) 2nd test given 1 to 3
weeks after first.

Date given:__________   Date Read:__________   Results:__________

Date given:__________   Date Read:__________   Results:__________

If you are PPD reactor—symptom questionnaire and chest x-ray: Results:______________
Date:____________________(provide copy of results)
If x-ray is over 12 months we may accept a surveillance form from the student’s Health Care Provider (MD, NP) stating that the student is asymptomatic.

Tetanus/Diphtheria/Pertussis (Td/Tdap)   Date:____________________

All adults who have completed a primary series of a tetanus/diphtheria containing product (DTP, DtaP, DT, Td) should receive
Td boosters every 10 years.   Date:____________________

Revision: October 2009

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**College of the Sequoias Physical Therapist Assistant: Student Essential Technical Standards**

PTA students must meet the following essential technical standards to ensure the safety and welfare of the patients, the health care team and themselves. In compliance with the Americans with Disabilities Act, students must be, with or without reasonable accommodations, physically and mentally capable of performing the essential technical standards of the program. If a student believes that he or she cannot meet one or more of the standards without accommodations or modifications, the nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made. The following Student Essential Technical Standards identify essential eligibility requirements for participation in the College of the Sequoias Registered PTA Program:

**STUDENT ESSENTIAL TECHNICAL STANDARDS:** Is the individual capable of:

Yes [ ] No [ ] Standing and/or walking up to seven hours throughout an eight and/or twelve hour shift.
Yes [ ] No [ ] Bending, crouching or stooping several times per hour.
Yes [ ] No [ ] Lifting and carrying a minimum of 30 pounds several times an hour.
Yes [ ] No [ ] Lifting and moving up to a 300 lb. patient in a 2-3 person transfer.
Yes [ ] No [ ] Reaching overhead above the shoulder 90 degrees.
Yes [ ] No [ ] Pushing and/or pulling objects and equipment weighting up to 300 lbs.
Yes [ ] No [ ] Utilizing eyesight to observe patients, manipulate equipment and accessories.
<table>
<thead>
<tr>
<th>Yes [ ] No [ ]</th>
<th>Hearing to communicate with the patient and healthcare team.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ]</td>
<td>Utilizing sufficient verbal and written skills to effectively and promptly communicate in English with the patient and healthcare team.</td>
</tr>
<tr>
<td>Yes [ ] No [ ]</td>
<td>Manipulating radiologic and/or medical equipment and accessories, including but not limited to switches, knobs, buttons, keyboards, utilizing fine and gross motor skills.</td>
</tr>
<tr>
<td>Yes [ ] No [ ]</td>
<td>Performing the assigned training related tasks/skills responsibilities with the intellectual and emotion function necessary to ensure patient safety and exercise independent judgment and discretion.</td>
</tr>
<tr>
<td>Yes [ ] No [ ]</td>
<td>Utilizing the above standards/functions to respond promptly to the patient’s needs and/or emergency situations.</td>
</tr>
</tbody>
</table>

**HEALTH CARE PROVIDER (MD, NP)’S STATEMENT**

Based on your medical evaluation, will this person be able to carry out the essential technical standards as listed above?

Yes [ ] No [ ]

If “NO” please explain the reasons and what accommodations may be necessary to assist the individual in Participating in the program:

__________________________________________________________________________________

__________________________________________________________________________________

Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification of the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Student Essential Technical Standards either with or without accommodations.

I have read the Student Essential Technical Standards for the College of the Sequoias Physical Therapist Assistant and verify that this client is able to meet the physical demands as described above.

Health Care Provider (MD, NP) Signature:_______________________

Print Name:______________________________________________
PTA Student Handbook Checklist

I have read the PTA Student Handbook and I acknowledge I will be held responsible for all the information included. My initials and the page numbers indicate that I have had the opportunity to request clarification when necessary and that I understand and agree to abide by the responsibilities and expectations assigned to me as a student of the COS PTA program.

<table>
<thead>
<tr>
<th>Initials</th>
<th>Page number/s</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>Purpose of the PTA Handbook</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>Mission Statement/Program Goals</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>Statement of Non-Discrimination</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>American Physical Therapy Association</td>
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<tr>
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<td>Essential Functions of a PTA</td>
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<td>Program Curriculum/Course Descriptions</td>
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<td>Program Expenses</td>
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<td>Helpful Tips for Success</td>
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<td>Additional Requirements – Insurance, CPR, TB</td>
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<td>___</td>
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<td>Background check, drug screen</td>
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<td>PTA Licensure</td>
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<td>Dress Code</td>
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<td>Program Safety</td>
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<td>Program Policies/Procedures</td>
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<td>Section</td>
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<tr>
<td>Attendance, Absenteeism, Tardiness</td>
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<td>Transportation</td>
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<td>Drug and Alcohol Policy</td>
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<td>Student Privacy/Confidentiality</td>
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<td>Arrest Information</td>
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<td>Photo/Video release</td>
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<td>Informed Consent</td>
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<td>Standards of Ethical Conduct for PTA</td>
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<tr>
<td>Guide to Conduct for the PTA</td>
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<tr>
<td>Laws and Regulations Governing the PTA/California</td>
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<tr>
<td>Criminal Background Check/Drug Screen Procedure</td>
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<td>Health Release and Physical Examination Form</td>
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<td>Occupational Exposure Control Protocol</td>
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</tbody>
</table>

Name: ____________________________________________

Signature: _______________________________________

Date: ______________________
Appendix F  
Assessment Plan

Assessment Operational Plan

1. Data will be collected by the Office of Planning and Research, Ryan Barry-Souza. This will be sent to the PTA program each semester through the Data Link Viewer.
2. For each survey the time, location, and person responsible for administering the survey is listed below.

1a. Student Faculty Survey-
   Each Semester
   Faculty member will have students fill out prior to final exam on last day of class
   Computerized

1b. Student Adjunct Survey-
   Each Semester
   Faculty member will have students fill out prior to final exam on last day of class
   Computerized

1c. Student Program Survey-
   PTA 170- Spring Semester
   Faculty Member will have students fill out on last day of class.
   Computerized

1d. Student CI/Clinical Site Survey
   Each Spring semester- prior to placement, student will be given a packet with the Clinical site information as well as a copy of the CPI and the 1d survey. At the End of the affiliation, the student will fill out the survey and return in a stamped Envelope or return to the PTA office.
   Hard Copy

1e. Student ACCE Survey
   PTA 170- Spring semester
   Faculty member will have students fill out on last day of class
   Return to PTA office in sealed envelope
   Hardcopy

2a. Faculty Course Survey
   Each Semester
   Faculty member will fill out and submit electronically when grades for the course Are submitted.
   Computerized

2b. Faculty Program Survey
   May Faculty Meeting of each year
   Faculty members/adjunct will submit electronically
   Computerized
2c. Faculty Evaluation
Per COSTA contract peer and Dean observation and survey every year.
Submitted to Dean of Nursing, Allied Health and PE
Faculty will submit a Faculty Development Plan based on those results to
PTA Program Director and Dean.
Hardcopy

2d. Faculty ACCE Survey
May Faculty Meeting of each year
Faculty members/adjunct will submit electronically
Hardcopy

3a. ACCE Self Assessment and Academic Administrator
May Faculty Meeting of each year
ACCE will submit electronically
Hardcopy

4a. Clinical Instructor/CCE Survey for ACCE
Program Director will send to all CI at the end of the Spring Semester
CI/CCE will send back in a stamped envelope to the PTA Program Office
Hardcopy

4b. Clinical Instructor for Student CPI
Student will deliver CPI to Clinical site at the beginning of the affiliation
CI can mail or deliver CPI to PTA Program Office in a sealed stamped envelope
Within one week of the final date of affiliation
Hardcopy/Computerized

5a. Management Evaluation
Biannually- Spring Semester
Performed by Dean of Nursing, Allied Health and PE
Copies available in PTA Program office
Hardcopy

6a. Employer Graduate Survey
Annually- in October
Program Director
Send electronically and hard copy to all employers of graduate
Computerized/Hardcopy

6b. Alumni Survey
Annually- in October
Program Director
Send electronically and hard copy to all alumni
Computerized/Hardcopy

7a. Advisory Committee Survey
Biannually-Fall Quarterly meeting
**Assessment Process Documentation Grid**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measurable Goal / Outcome Statement With Threshold</th>
<th>Persons Responsible</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Data Collection Methods / Sources of Information Used in Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Threshold: A numeric value or indicator defined in the assessment process and used in the decision to make a programmatic or curricular change</td>
<td>Individual(s) within the program or institution who carry out the programmatic assessment activity or who are responsible for making sure the assessment activity is carried out</td>
<td>How often assessment activities are carried out for the individual elements of the program assessment process</td>
<td></td>
<td>Data Collection Methods: Tools or processes used to collect data used in the assessment process</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>List of Surveys:</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>1a. Student Faculty Survey</td>
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<td>1b. Student Adjunct Survey</td>
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<td></td>
<td></td>
<td>1c. Student Program Survey</td>
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<td></td>
<td></td>
<td>(completed one week prior to graduation after all course work including clinical completed)</td>
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<tr>
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<td></td>
<td>1d. Student CI/clinical site Survey(APTA)</td>
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<td></td>
<td>1e. Student ACCE Survey(APTA)</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>2a. Faculty Course Survey</td>
</tr>
</tbody>
</table>
3. Course profile - grades, averages, Yearly:
   1. Graduation Rate for PTA Program Cohort
   2. Percent of Graduates employed per Alumni Survey
   3. Percent of Graduates employed per Employer Program Survey and Alumni Survey

**Other Sources of Data:**
5. Percent of Pass rate on the National PTA Exam - FSBPT

| 3a. ACCE Self and Academic Admin Survey (APTA) |
| 4a. Clinical Instructor ACCE Survey (ACCE) |
| 4b. Clinical Instructor Student Survey – PTA CPI (APTA) |
| 5a. Management Evaluation-COS |

| 2b. Faculty Program Survey |
| 2c. Faculty Evaluation Form (self, peer, Dean per union contract) |
| 2d. Faculty ACCE Survey (APTA) |

4.1.1. Institutional policies and procedures

The PTA program will strive to comply with institutional policies and procedures for the effective delivery of the COS PTA by following measurable outcomes:
<table>
<thead>
<tr>
<th>Obtain the knowledge and skills to function at an entry-level in the healthcare industry by assessing:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Retention</strong></td>
</tr>
<tr>
<td>1. Less than 80% student persistence (semester to semester)</td>
</tr>
<tr>
<td>1a. Less than 80% student retention/graduation rate</td>
</tr>
<tr>
<td><strong>2. Graduate Employment</strong></td>
</tr>
<tr>
<td>2. Less than 75% for graduates to secure employment</td>
</tr>
<tr>
<td><strong>3. Level of Graduate Satisfaction</strong></td>
</tr>
<tr>
<td>3. 30% or more of graduates rate their academic experience at 3 or below on a 5 point Likert Scale.</td>
</tr>
<tr>
<td><strong>4. Level of Employer Satisfaction</strong></td>
</tr>
<tr>
<td>4. 30% or more of employers rate the quality of graduates below a 3 on a 5 point Likert scale.</td>
</tr>
</tbody>
</table>

| 1. Program Director, Registrar, Institutional Research Officer, Faculty |
| 1. Annually |
| 2. PD, Registrar and Research Officer |
| 2. Annually |
| 3. PD, Dean, Faculty, Institutional Research Officer |
| 3. Annually |
| 4. PD, Dean, ACCE, Institutional Research Officer |
| 4. Bi-annually |

<p>| 1. Student Enrollment Reports from Registrar; semester persistence data: attendance reports from faculty to PD. |
| 1a. Program graduation rate |
| 2. Alumni Survey form 6b; PD will obtain data processed by Institutional Research office. |
| 3. Student Program Survey 1c, administered by faculty in PTA 170; data compiled by Institutional Research and reported to PD and Dean |
| 4. Employer Graduate Survey 6a, sent by ACCE to all sites where students are employed; Institutional Research office will compile data for PD |</p>
<table>
<thead>
<tr>
<th>5. Graduate Achievement on licensing exams</th>
<th>5. Less than 80% of students receive a pass rate on the PTA NPTE licensing exam.</th>
<th>5. PD, Dean, ACCE, Faculty</th>
<th>5. Annually</th>
<th>and Dean.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan of Action: Program review is part of the ongoing planning at COS; if any criteria fall below threshold program review will be presented as part of institutional review and analysis of program effectiveness. Resources will be allocated to gather further data from focus groups of students, graduates and employers to develop a strategic plan.</td>
<td></td>
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</table>

### 4.1.2. Program policies and procedures, mission and philosophy

COS PTA program supports the policies and procedures as well as the mission statement and philosophy by preparing graduates who are able to pass the national PTA license exam,
demonstrate competence in the cognitive, psychomotor and affective domain to provide physical therapy services under the direction of a physical therapist, adhere to the code of ethics set by the APTA for the PTA and achieve successful transition to employment as a PTA. The following will be used to assess criteria 4.1.2

<table>
<thead>
<tr>
<th>1. Student Retention</th>
<th>1. Less than 80% student persistence (semester to semester)</th>
<th>1. Program Director, Registrar, Institutional Research Officer, Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1a. Less than 80% student retention/graduation rate</td>
<td>2. PD, Dean, Faculty, Institutional Research Officer</td>
</tr>
<tr>
<td>2. Graduate Employment</td>
<td>2. Less than 75% for graduates to secure employment</td>
<td>2. Annually</td>
</tr>
</tbody>
</table>

1. Student Enrollment Reports from Registrar; semester persistence data: attendance reports from faculty to PD.

1a. Program graduation rate

2. Alumni Survey form; PD will obtain data processed by Institutional Research office.
<table>
<thead>
<tr>
<th>3. Level of Graduate Satisfaction</th>
<th>3. 30% or more of graduates rate their academic experience at 3 or below on a 5 point Likert Scale.</th>
<th>3. PD, Dean, ACCE, Faculty</th>
<th>3. Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Level of Employer Satisfaction</td>
<td>4. Less than 80% of students receive a pass rate on the PTA NPTE licensing exam.</td>
<td>4. PD, ACCE, Faculty, Dean</td>
<td>4. Annually</td>
</tr>
<tr>
<td>5. Graduate Achievement on licensing exams</td>
<td>5. Less than 125% of available clinical sites based upon projected enrollment.</td>
<td>5. PD, ACCE, Clinical Instructors, Dean</td>
<td>5. Annual/Spring semester</td>
</tr>
<tr>
<td>6. Level of student satisfaction</td>
<td>6. Academic policies-30% or more of graduates rate program policies at 3 or below on a 5 point Likert Scale.</td>
<td>6. PD, Faculty, Dean</td>
<td>6. Semester/Annually-Spring semester</td>
</tr>
<tr>
<td>7. Level of student satisfaction; level of ACCE satisfaction; level of CI</td>
<td>7. Clinical Education policies-30% or more of graduates and faculty rate program policies at 3 or below on a 5 point Likert Scale.</td>
<td>7. PD, ACCE, Dean</td>
<td>7. Annually/Spring semester</td>
</tr>
</tbody>
</table>

3. Annually
4. Annually
5. Annual/Spring semester
6. Semester/Annually-Spring semester
7. Annually/Spring semester

3. PD, Dean, ACCE, Faculty
4. PD, ACCE, Faculty, Dean
5. PD, ACCE, Clinical Instructors, Dean
6. PD, Faculty, Dean
7. PD, ACCE, Dean

PD, Dean, ACCE, Faculty
PD, ACCE, Faculty, Dean
PD, ACCE, Clinical Instructors, Dean
PD, Faculty, Dean
PD, ACCE, Dean

3. Student Program Survey 1c, administered by faculty in PTA 170; data compiled by Institutional Research and reported to PD and Dean
4. Data accessed from the Federation of State Boards for Physical Therapy (FSBPT) by PD; specific reports reviewed by all faculty.
5. ACCE on-going monitoring/tracking
6. Student Faculty/Adjunct Survey 1a, 1b will be done each semester for each course; Student Program Survey 1c will be done in PTA 170.
7. Student CI/clinical site Survey (APTA) 1d. Student ACCE Survey (APTA) 1e. Clinical Instructor ACCE Survey (APTA)
8. Student persistence, retention and performance.

9. Level of Advisory Committee satisfaction

8. Critical incident: 30% or more dropout rate, 30% or more of students enrolled have a GPA below 2.0 in a given semester.

9. PTA Advisory committee rate the program satisfaction at a 3 or below on a 5 point Likert Scale; review of meeting minutes and discussions

Plan of Action: If any criteria fall below threshold based on data from various assessments, a major change in a policy or procedure changes will be discussed at one of the monthly faculty meeting by the program director and dean of academic affairs.

A critical incident would also be a prompt to evaluate for any necessary changes in policy or procedure at the moment of occurrence. Examples of critical incidents would be a 30% drop out rate in the program or 30% of students enrolled GPA falling below 2.0 in a given semester.
4.1.3. Resources

Resources of the PTA program are in sufficient quantity and quality to meet the objectives and goals of the program and the institution. Adequate processes are in place to obtain and maintain resources needed for a viable and stable program.

<p>| Resources | 1. Lab skills course taught with ratio of 13:1 student to instructor ratio. | 2. Treatment tables (plinths) to be used at a ratio of 2-3 students to 1 plinth | 3. Computers to be used at a ratio of 1 student per 1 computer in computer lab | 4. Classroom Space will seat 25-30 students in GE and Technical courses | 5. 30% of students rate library and learning resources below the median of scale on the survey | 6. Faculty to spend 90% or more of their time on core responsibilities. | 7. Faculty Office Space should provide for 1 on 1 counseling with students at any time. | 8. 30% or more of students rate clinical  |
|-----------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Test | 1. PD, faculty, Dean | 2. PD, faculty, Dean | 3. PD, faculty, Dean | 4. PD, faculty, Dean | 5. PD, Librarian, Dean. | 6.PD, Dean, ACCE | 7.PD, Dean | 8.PD, ACCE, Dean | 1. Each semester | 2. Annually | 3. Twice a year-Dec./May | 4. Twice a year-Dec./May | 5. Annually | 6. Annually, January/February as necessary for budget purposes. | 7. On-going | 8. Annually | 1.Faculty Course Survey 2a.; Student Faculty/Course Survey 1a and 1b for LAB and Lecture. | 2. Faculty Program Survey 2b; Student Program Survey 1c. | 3. Faculty Course Survey 2a.; Student Faculty/Course Survey 1a and 1b for LAB and Lecture. | 4. Faculty Course Survey 2a.; Student Faculty/Course Survey 1a and 1b for LAB and Lecture. | 5. 2. Faculty Program Survey 2b; Student Program Survey 1c. | 6. Faculty Program Survey 2b; Annual Faculty Development Plan; monthly faculty meeting minutes. | 7. Faculty Feedback; PD Observation | 8. Student CI/clinical site Survey 1e. |</p>
<table>
<thead>
<tr>
<th>4.1.4. Goals and objectives</th>
<th>1. Less than 80% of students receive a pass rate on the PTA NPTE licensing exam.</th>
<th>1. PD, Dean, ACCE, Faculty</th>
<th>1. Annually</th>
<th>1. Data accessed on the Federation of State Boards for Physical Therapy (FSBPT) by PD and reviewed by PD, Dean and Faculty</th>
</tr>
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<tbody>
<tr>
<td>The PTA program will have a defined mission statement,</td>
<td>9. 30% or more of student responses rate faculty less than 3 on a 5 point Likert scale.</td>
<td>9. PD, ACCE, Dean</td>
<td>9. Semester</td>
<td>9. Student Faculty/Adjunct Survey, 1a, 1b; Faculty Program Survey 2b; Student Program Survey 1c.</td>
</tr>
<tr>
<td>10. Inventory will be done yearly and equipment calibrated yearly to maintain that 90% of all equipment is in safe working condition.</td>
<td>10. PD, faculty</td>
<td>10. Annually, January/February</td>
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Plan of Action: Needs for increased office space will be assessed every two years and discussed by the program director and campus executive director based on faculty requests and needs of confidentiality.
philosophy, and goals/objectives that support and are congruent with the institution’s overarching mission to prepare graduates who possess the knowledge and skills necessary to assume entry-level in the healthcare industry.

<table>
<thead>
<tr>
<th>philosophy, and goals/objectives that support and are congruent with the institution’s overarching mission to prepare graduates who possess the knowledge and skills necessary to assume entry-level in the healthcare industry.</th>
<th>2. Less than 75% of graduate are employed within one year of graduation.</th>
<th>2. PD, Dean, ACCE, Advisory Board</th>
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<tr>
<td></td>
<td>3. 30% or more of graduates rate their academic experience at 3 or below on a 5 point Likert Scale.</td>
<td>3. PD, Dean, faculty</td>
</tr>
<tr>
<td></td>
<td>4. 30% or more of employers rate the quality of graduates below a 3 on a 5 point Likert scale.</td>
<td>4. PD, Dean, ACCE, Institutional Research Officer</td>
</tr>
</tbody>
</table>

Plan of Action: If the data gathered from these various assessments demonstrates the mission and objectives are not being met, this will be discussed at one of the monthly faculty meeting by the program director and dean of academic affairs and an agenda for changes will be discussed. Any changes or plan of action will also be discussed with the Advisory Board at the next scheduled meeting. Upon agreement of the program director; dean of academic affairs; faculty and Advisory Board, which will include students and community members, a change in the PTA program will be put forth.

<table>
<thead>
<tr>
<th>4.1.5. Curriculum</th>
<th>The PTA program will provide an accurate and appropriate curriculum by meeting the following thresholds: 1.30% or more of graduating student responses rate the program below a 3 on a 5 point Likert scale.</th>
<th>1.PD, Dean, ACCE</th>
</tr>
</thead>
</table>

2. Alumni Survey 6b; Follow up calls; State Workforce Data for areas served by the program

3. Student Program Survey 1c, administered by faculty in PTA 170; Alumni Survey 6b.

4. Employer Graduate Survey 6a, sent by ACCE to all sites where students are employed; Institutional Research office will compile data for PD and Dean.
philosophy, goals and objectives as it prepares PTA’s to work under the supervision of a physical therapist.

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<tr>
<td>2.30% or more of enrolled student rate the academic faculty below a 3 on a 5 point Likert scale.</td>
<td>2. PD, Dean, 2. Every semester for each course.</td>
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<tr>
<td>3. 30% or more of faculty responses rate the program falling below a 3 on a 5 point Likert scale.</td>
<td>3. PD, ACCE, Dean, CCCE</td>
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<tr>
<td>4.10% or more of students failing to pass a Clinical Affiliations</td>
<td>4. PD, ACCE, Dean</td>
<td></td>
</tr>
<tr>
<td>5. More than 30% of Alumni rate their academic experience below a 3 on a 5 point Likert scale.</td>
<td>5. PD, ACCE, Dean</td>
<td></td>
</tr>
<tr>
<td>6.30 % or more of employers rate the quality of graduates below a 3 on a 5 point Likert scale.</td>
<td>6. PD, ACCE, Dean</td>
<td></td>
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</table>

Plan of Action: The data from the student, alumni and employer surveys will be collected by the program director and a report written. The results will be discussed annually in January/February with the ACCE and dean of academic affairs, if changes are warranted a meeting will be arranged with the faculty as well. The Advisory Board will be informed of the results of the above survey reports at the next scheduled Advisory Board meeting. If 10% or more of the students fail a clinical affiliation in a given semester, the curriculum will be evaluated by the program director, ACCE and dean of academic affairs at that time as this is a critical incident. Changes made to the curriculum will be discussed with the faculty at the next monthly faculty meeting and with the Advisory Board at the next scheduled Advisory Board meeting.
## 4.1.6. Clinical education program

1. The clinical education component of the PTA comprehensive curriculum and the sequencing of the clinical educational experiences will support the program’s mission, philosophy, goals and objectives as it prepares PTA’s to work under the supervision of a physical therapist.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 30% or more of student responses rate the clinical education below a 3 on a 5 point Likert scale.</td>
<td>1. ACCE and PD</td>
<td>1. Annually May/June</td>
</tr>
<tr>
<td>2. 30% or more of student responses rate the ACCE below a 3 on a 5 point Likert scale.</td>
<td>2. PD, Dean</td>
<td>2. Annually</td>
</tr>
<tr>
<td>3. Failure rate of 20% or more in clinical education courses per cohort.</td>
<td>3. ACCE, PD, Dean</td>
<td>3. Annually</td>
</tr>
<tr>
<td>4. 30% or more of the CI rate the ACCE below 3 on a 5 point Likert Scale.</td>
<td>4. PD, Dean</td>
<td>4. Annually</td>
</tr>
<tr>
<td>5. Faculty, ACCE and Academic Admin rate the ACCE at an average below 3 on a 5 point Likert scale.</td>
<td>5. ACCE, PD, Dean</td>
<td>5. Bi-Anually</td>
</tr>
<tr>
<td>6. Less than 75% Graduate Employment rate at one year following graduation.</td>
<td>6. ACCE, PD</td>
<td>6. Annually</td>
</tr>
<tr>
<td>7. The PTA program maintains a minimum of 125% of the required clinical site placement for</td>
<td>7. ACCE, PD</td>
<td>7. Annually</td>
</tr>
</tbody>
</table>

1. Student CI/clinical site Survey (APTA) – 1d.

2. Student ACCE Survey (APTA) 1e.

3. APTA CPI- 4b. Clinical skills checklists; lab practical grades

4. Clinical Instructor ACCE Survey (ACCE) 4a.

5. ACCE Self and Academic Admin survey-3a. (APTA) Faculty ACCE Survey-2d (APTA)

6. Alumni Survey form 6b; Follow up calls

7. ACCE on-going monitoring/tracking
current student enrollment.

<table>
<thead>
<tr>
<th>4.1.7. Performance of recent graduates</th>
<th>1. Passage rate of less than 80% on the PTA NPTE</th>
<th>1. PD, ACCE, Dean</th>
<th>1. Annually; if rate falls below 80% for two consecutive years, changes will be recommended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate of the COS PTA program will demonstrate knowledge, skills and competencies required of an entry-level PTA.</td>
<td>2. Less than 75% Graduate Employment rate at one year following graduation.</td>
<td>2. PD, ACCE, Dean</td>
<td>2. Annually</td>
</tr>
<tr>
<td></td>
<td>3. Less than 70% of employers rate graduates above the median of scale above a 3 on a Likert scale of 1 to 5.</td>
<td>3. PD, ACCE, Dean</td>
<td>3. Annually; if rate falls below 80% for two consecutive years, changes will be recommended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Data accessed on the Federation of State Boards for Physical Therapy (FSBPT) by PD and reviewed by PD and Dean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Alumni Survey form 6b; Follow up calls</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Employer Graduate Survey 6a, sent by ACCE to all sites where students are employed; Institutional Research office will compile data for PD and Dean.</td>
</tr>
</tbody>
</table>

Plan of Action: The data obtained fall below the threshold, the clinical program be evaluated by the program director, ACCE and dean of academic affairs annually but major changes policy and procedures, curriculum, clinical education will occur if minimal standards are not met in a consecutive 2 year period. Recommendations for change in the clinical education program will be presented to the Advisory committee prior to changes being instituted.

Plan of Action: If the data collected over a consecutive 2 year period demonstrates the minimal standards have not been achieved; the program director, ACCE and dean of academic affairs will meet to discuss the program’s policy and procedures, admission criteria, program curriculum and clinical education sites to assess the factors causing the decreased graduate performance or satisfaction of graduates and employers. Findings and suggested changes will be discussed with the faculty at the next monthly meeting. The Vice President of Academic Services will be requested to attend as well. The Advisory Board will be informed and suggestions requested at the next scheduled Advisory Board meeting. All recommendations gathered from the graduates, employers, faculty and Advisory Board will be presented to the college president and board for approval and performed as timely as possible.
Admission Criteria will be measured by the following threshold criteria:

1. Less than 80% student persistence (semester to semester)
   1a. Less than 80% student retention/graduation rate

2. Less than 75% Graduate Employment rate at one year following graduation.

3. Less than 80% of students receive a pass rate on the PTA NPTE licensing exam.

4. The PTA program maintains a minimum of 125% of the required clinical site placement for current student enrollment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PD, faculty, Dean, Registrar</td>
<td>1. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td>2. ACCE, PD, Dean</td>
<td>2. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td>3. ACCE, PD, Dean</td>
<td>3. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td>4. ACCE, PD, Dean</td>
<td>4. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
</tbody>
</table>

1. Data from Registrar and Institutional research office on admission and retention demographics. Feedback/discussion with admissions director for trends analysis.

2. Alumni Survey form 6b; Follow up calls; Workforce Data for areas served by the program.

3. Data accessed on the Federation of State Boards for Physical Therapy (FSBPT) by PD and reviewed by PD, Dean and ACCE.

4. ACCE on-going monitoring/tracking.
| 5. 30% of students rate Student Services (i.e. admissions, Financial Aid, Counseling) below 3 on a 5 point Likert scale. | 5. PD, Dean, ED, and Director of Student Services | 5. Annually | 5. Student Program Survey 1c, administered by faculty in PTA 170; data compiled by Institutional Research and reported to PD and Dean |

Plan of Action: Data will be reviewed annually by the program director, ACCE and dean of academic affairs; if criteria fall below the threshold for 2 consecutive years’ changes will be recommended. The survey contains questions concerning the admissions process and welcomes comments on how it can improve. The completed surveys will be reviewed by the program director, and Dean of Student Services as well as Director of Financial aid. Consistent student concerns, over 30% of answers below the median on the scale, will be addressed.
<table>
<thead>
<tr>
<th>4.1.9. Program enrollment</th>
<th>1. Decrease in 20% or more of available clinical sites. (Must maintain 125% of enrolled students)</th>
<th>1. ACCE, PD</th>
<th>1. Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Less than 80% student retention rate in the program</td>
<td>2. PD, faculty, Dean, Registrar</td>
<td>2. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td></td>
<td>3. Less than 75% Graduate Employment rate at one year following graduation.</td>
<td>3. ACCE, PD, Dean, Advisory Committee</td>
<td>3. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td></td>
<td>4. 80% of Advisory Committee members rate need for program above 3 on a 5 point Likert scale.</td>
<td>4. PD, Advisory Committee</td>
<td>4. Bi-annually</td>
</tr>
<tr>
<td></td>
<td>5. Less than 80% of students receive a pass rate on the PTA NPTE licensing exam.</td>
<td>5. ACCE, PD, Dean</td>
<td>5. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
</tr>
<tr>
<td></td>
<td>1. Data collected, analyzed by ACCE</td>
<td>2. Data from Registrar and Institutional research office on admission and retention demographics. Feedback/discussion with admissions director for trends analysis.</td>
<td>3. Alumni Survey form 6b; Follow up calls Employment data; Workforce Data) for areas served by the program; Advisory Committee Minutes</td>
</tr>
<tr>
<td></td>
<td>1. Annually</td>
<td>2. Annually, however if threshold is not met for 2 consecutive years, changes will be recommended</td>
<td></td>
</tr>
</tbody>
</table>

Plan of Action: If the threshold for the Clinical sites is not met, the program will re-evaluate program enrollment. This data will be collected, analyzed and maintained by the ACCE and reviewed annually with the program director. If the Advisory committee threshold is not met, the program director will also review the Bureau of Labor Statistics, US Department of Labor occupational outlook. Changes to be made will be presented to the Advisory Committee after consulting with the Work Force development board and local employers focus groups.
### 4.1.10. Core faculty

Core faculty members will adhere to teaching excellence, scholarly engagement and service to the college and community in order to maintain their knowledge of contemporary physical therapy practice and accomplish their professional development and growth.

<table>
<thead>
<tr>
<th>1. 30% or more of students rate the Faculty and academic experience at 3 or below on a 5 point Likert Scale.</th>
<th>1. PD, Dean, ACCE, Faculty</th>
<th>1. Each semester; 1a, 1b. Annually 1c.</th>
<th>1. Student Faculty Survey1a and Adjunct Faculty Survey-1b. Student Program Review 1c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 30% or more of faculty responses rate the program falling below a 3 on a 5 point Likert scale.</td>
<td>2. Faculty, Peer reviewer, Dean</td>
<td>2. Bi-Annually</td>
<td>2. Faculty Evaluation Form-2c (self, peer, Dean per union contract)</td>
</tr>
<tr>
<td>3. 30% or more of the students have concerns about a particular faculty member teaching a course in the technical portion of the curriculum by scoring them below 3 on a 5 point Likert scale.</td>
<td>3. PD, Dean</td>
<td>3. Twice a year; end of each semester</td>
<td>3. Student Faculty Survey1a and Adjunct Faculty Survey-1b</td>
</tr>
<tr>
<td>4. Critical incident: 30% or more dropout rate, 30% or more of students enrolled have a GPA below 2.0 in a given semester.</td>
<td>4. Faculty, PD, ACCE</td>
<td>4. Each Semester</td>
<td>4. Data collected by Registrar, Institutional Research and reported to PD, Faculty and Dean</td>
</tr>
</tbody>
</table>

**Plan of Action:** If threshold is not met in regards to students concerns about a particular faculty member teaching a course in the technical portion, the program director and dean of academic affairs will evaluate that faculty member and appropriate actions taken. Actions may include faculty development activities (courses, mentoring, etc.) or appointing another faculty member to teach the course.

If critical incident levels are met, faculty member teaching the course will be evaluated by the program director, ACCE and dean of academic. Changes made to the curriculum will be discussed with the faculty at the next monthly faculty meeting and with the Advisory Board at the next schedule Advisory Board meeting and changes implemented. Mentoring and remediation will be given to students.
<table>
<thead>
<tr>
<th>4.1.11.</th>
<th>Substantive Change Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjunct and supporting faculty</strong></td>
<td><strong>Adjunct and supporting faculty will adhere to teaching excellence, scholarly engagement and service to the college and community in order to be effective teachers and maintain their knowledge of contemporary physical therapy practice.</strong></td>
</tr>
<tr>
<td>1. 30% or more of students rate the Adjunct Faculty and academic experience at 3 or below on a 5 point Likert Scale.</td>
<td>1. PD, Faculty, Dean, CI, CCCE</td>
</tr>
<tr>
<td>2. 30% or more of faculty responses rate the program falling below a 3 on a 5 point Likert scale.</td>
<td>2. Faculty, Peer reviewer, PD, Dean</td>
</tr>
<tr>
<td>3. Critical incident: 30% or more dropout rate, 30% or more of students enrolled have a GPA below 2.0 in a given semester.</td>
<td>3. PD, Dean</td>
</tr>
<tr>
<td><strong>Plan of Action: Same as Core Faculty 4.1.10</strong></td>
<td><strong>1. End of Semester of the course in question.</strong></td>
</tr>
<tr>
<td></td>
<td>1. Student Evaluation of Adjunct ; Adjunct Faculty Evaluation Form; Clinical Site Feedback (CCCE’s or CI’s)</td>
</tr>
<tr>
<td></td>
<td>2. Faculty Evaluation Form- 2c (self, peer, Dean per union contract)</td>
</tr>
<tr>
<td></td>
<td>3. Data collected by Registrar, Institutional Research and reported to PD, Faculty and Dean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.1.2.</th>
<th>Substantive Change Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical education faculty.</strong></td>
<td><strong>Clinical education faculty will</strong></td>
</tr>
<tr>
<td>1. 20% student failure rate in Clinical Education courses by a cohort.</td>
<td>1. ACCE, PD, faculty, Dean</td>
</tr>
<tr>
<td></td>
<td>1. Annually</td>
</tr>
<tr>
<td></td>
<td>1. Clinical Instructor Student Survey – PTA CPI (APTA) 4b</td>
</tr>
</tbody>
</table>
provide optimal learning experiences for the PTA students.

The PTA program will provide continuing educational opportunities for clinical education faculty or sufficient quality to ensure that the program is meeting its mission and goals for an effective clinical program.

| 2. 30% or more of the students have concerns about a particular CI by scoring them below 3 on a 5 point Likert scale. |
| 2. ACCE, students |
| 2. Following completion of the Clinical Education affiliation; each Spring |

### Plan of Action:
The completed forms will be kept in the ACCE’s office in a file and students will be able to review these evaluations with the ACCE. If either threshold is reached, the ACCE will meet with the students/clinical instructor involved. Focus group of CI will be held to gather possible solutions. This action will also be done for students concerned about a particular CI. Following focus groups, ACCE will present an action plan to the Program Director. CI instructor training/Advance CI will be made available to clinical faculty identified.

2. Student CI/clinical site Survey (APTA) 1d.
Appendix G

Associates of Science in Physical Therapist Assistant (AS)
Division: Nursing and Allied Health

Course Outlines of Record- On CurriuNet
14 courses
PTA 121
PTA 125
PTA 128
PTA 130
PTA 131
PTA 139
PTA 140
PTA 145
PTA 148
PTA 150
PTA 152
PTA 155
PTA 160
PTA 161
PTA 170
Associate of Science in Physical Therapist Assistant - Not for Transfer* (AS)
Division: Nursing and Allied Health

Students completing this degree will have a foundation for the fields of anatomy, physiology, kinesiology, physics and movement science through the study of basic principles of patient management, engineering and physics for the PTA, physical agents and modalities, pathophysiology, orthopedics, neurorehabilitation for the PTA, therapeutic exercise and will acquire skills for patient care, application of modalities and physical agents, implementation of therapeutic exercise and cardiopulmonary rehabilitation under the PT plan of care and clinical education hours. This PTA program must comply with the accreditation requirements set by the Commission Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

Admission Requirements: Graduation from an accredited high school or GED equivalency; cumulative GPA of 2.5 or higher; 2.5 or higher GPA on combined biology prerequisites. BIOL 30 (Anatomy) 4 units; BIOL 31 (Physiology) 4 units. A minimum grade of "C" in all prerequisite courses is required. Please be advised that a "C" in all prerequisites courses does not meet the 2.5 minimum GPA requirement. No more than one repetition of any biology course is allowed. W's count as a repeat. Clinical placements will require background check and drug screen prior to clinical courses. Applications are due by June 15th each year for fall semester. Upon admission to the program, all applicants must provide the following valid and current information: American Heart Association Health Care Provider CPR Card; health clearance (Immunizations and physical exam); California drivers license; California automobile insurance and reliable use of transportation.

CAREER OPPORTUNITIES: Upon successful completion of this degree, students will be prepared for careers or employment in the following fields: acute care hospitals, skilled nursing facilities, outpatient rehabilitation clinics, inpatient rehabilitation centers, school based health care services.

1. GENERAL EDUCATION COURSES:
   A. College of the Sequoias' Associate Degree General Education (COS-GE) 19

2. PREREQUISITES AND SUBJECT AREA REQUIREMENTS: 11

3. REQUIRED MAJOR COURSES:
   1st Semester:
   A. PTA 121  Fundamentals for the PTA 2
   B. PTA 125  Basic Principles of Patient Management 3
   C. PTA 128  Kinesiology 3
   D. PTA 131  Engineering and Physics for PTA 1

   2nd Semester:
   E. PTA 130  Physical Agents and Modalities 3
   F. PTA 139  Pathophysiology 2
   G. PTA 140  Administration for the PTA 1
   H. PTA 148  Orthopedics 3
   I. PTA 160  Clinical Education I 3

   3rd Semester:
   J. PTA 145  Neurorehabilitation for the PTA 3
   K. PTA 152  Cardiopulmonary Rehabilitation 3
   L. PTA 155  Therapeutic Exercise 4

   4th Semester:
   M. PTA 160  Clinical Education II 5.5
   N. PTA 161  Clinical Education III 5.5
   O. PTA 170  Seminar for the PTA 1

Total Major Units: 43
Total Degree Units: 73

The Associate Degree requirements include completion of the 1) required major courses and restricted elective courses with a "C" or better grade in each course (required and restricted elective courses may be substituted with the approval of the Nursing & Allied Health division Chair), 2) General Education requirements, 3) subject requirements including PE, Health & Wellness, Math, and American Institutions, 4) and a minimum of 80 units of degree applicable courses numbered 1-299, at least 15 of which must be taken in residence at College of the Sequoias, with a "C" (2.0) average (see Major and Certificate Requirements section for additional detail).

*The degree is not designed for transfer; however, the courses included in this degree may be transferable and apply to other degrees designed for transfer.
SUBJECT AREA AND COURSE NUMBER: PTA 121

COURSE TITLE: FUNDAMENTALS FOR THE PTA

UNITS/HOURS
Units: 2

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week: Total Lecture Hours Per Semester: 35
Activity Hours Per Week: Total Lab Hours Per Semester:
Total Hours Per Week: 2 Total Activity Hours Per Semester:
Total Contact Hours Per Semester: 35

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course introduces students to the field of physical therapy by covering the history and values of the American Physical Therapy Association. It covers development of the team approach in specific roles of Physical Medicine and Rehabilitation professionals in the health care system; discusses components of communication among the healthcare team, patients and family members/caretakers; and explores issues such as patient diversity and cultural competence.

REQUISITES:

Prerequisites:
BIOL 030 or equivalent college course with "C" or better
and
BIOL 031 or equivalent college course with "C" or better

Limitations on Enrollment:

and
Acceptance into the PTA Program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
"Approved" CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

* Lecture and/or Discussion

METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

Essay quizzes or exams
Multiple choice tests
Short answer quizzes or exams
Oral presentations
Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. Historical Development of the Physical Therapy Profession
B. Role of the APTA (American Physical Therapy Association)
C. Define Roles of the PT and PTA
D. PT Plan of Care
E. Exposure to different types of PTA environments
F. Major Physical Therapy Practice Specialties
G. Ethics and Professionalism
H. Laws, Regulations and scope of work
I. Health Information Portability and Accountability Act (HIPAA),
   Personal Health Information (PHI) and Patient Bill of Rights
J. Malpractice and Liability
K. Communication
L. Documentation
M. Medical Terminology
N. Reimbursement
O. Research
P. Health Care Team and Team Building
Q. Diversity and Cultural Competency, community service

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. understand the role of the Physical Therapist Assistant in the multiple settings where PTA's are employed.
2. recognize legal and ethical considerations when working as a Physical Therapist Assistant.
3. use the Generic Abilities form to identify personal strengths and weaknesses.
4. access the location of and use informational resources.
5. recognize the medical record as a legal and binding document.
6. identify types of verbal and non-verbal communication.

Student Learning Outcomes
Given a lecture and reading assignments, students will be able to define the roles of the Physical Therapist and the Physical Therapist Assistant, the PT/PTA relationship and the related supervision requirements at a 70% level of accuracy or better.

A. Multiple choice tests
B. Problem solving quizzes or exams

Given a PT plan of care, students will be able to distinguish components that must be included in the supervising Physical Therapist's plan of care (POC) at a 70% level of accuracy or better.

A. Multiple choice tests
B. Problem solving quizzes or exams

Given a lecture and reading assignments, students will be able to compare and contrast laws, regulations
and policies that affect the practice of Physical Therapy, including confidentiality laws and HIPAA as they relate specifically to the work of PTAs at a 70% level of accuracy or better.
A. Multiple choice tests
B. Problem solving quizzes or exams

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
3. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments
Reading:
Read the APTA Standard of Ethical Conduct for the PTA.

Writing:
Following the review of the Generic Abilities form, write an essay describing strengths and weaknesses.

Homework:
Develop a community based handout promoting health, fitness or educating the public about the field of Physical Therapy.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Joanna Schoppel

DATE: 09/07/2010
SUBJECT AREA AND COURSE NUMBER: PTA 125
COURSE TITLE: BASIC PRIN OF PATIENT MGMT

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week: 3
Activity Hours Per Week: 5
Total Hours Per Week: 87.5

Total Lecture Hours Per Semester: 35
Total Lab Hours Per Semester: 62.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This lecture and lab course provides training in basic patient management, including bed mobility, transfers, and ambulation training. Course will include Physical Therapy assessments of goniometric range of motion and manual muscle testing. It will address infection control, isolation precautions, assessment of vital signs, and responses to pain. Course will cover basic documentation skills and documentation for interventions learned in this course.

REQUISITES:
Prerequisites:
BIOL 030 or equivalent college course with "C" or better
and
BIOL 031 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA program.

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
METHODS OF INSTRUCTION may include, but are not limited to, the following:

* Lecture and/or Discussion
* Laboratory

METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Essay quizzes or exams
- Written essays or extended papers
- Multiple choice tests
- Oral presentations
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor:

A. Preparation for Patient Care Activities
B. Approaches to Infection control
C. Assessment of Vital signs
D. Body Mechanics
E. Positioning and Draping
F. Goniometry
G. Bandages, Dressing, Girth and Volumetric measurements
H. Basic exercise: Passive and Active
I. Features and Activities of Wheeled Mobility Aids
J. Transfer activities
K. Ambulation Aids, Patterns, and Activities
L. Special Equipment and Patient Care Environments
M. Incidents and Emergencies

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. Identify necessary information from the Physical Therapy Plan of Care (POC).
2. Identify standards precautions, infection control issues, assessment of pain and response to intervention.
3. Present a safe treatment area for patient movement skills; demonstrate proper body mechanics and positioning of patient and self.
4. Provide instruction in measuring vital signs, girth, range of motion and strength.
5. Demonstrate transfer and gait activities with appropriate assistance and devices.
6. Assess and prepare for critical safety issues.

Student Learning Outcomes

Given instruction in universal precautions, students will be able to practice and demonstrate competency in universal and infection control precautions including proper hand washing, donning sterile gloves, and maintaining a sterile field. Students will demonstrate competency at a 70% level of accuracy or better.

A. Skill demonstrations
B. Multiple choice tests

Given lecture and lab activities about vital signs, students will be able to practice and demonstrate competency in recording accurate vital signs and appraising their importance in patient care. Students will accurately answer questions about and demonstrate competency in recording accurate vital signs at a 70% level of accuracy or better.

A. Skill demonstrations
B. Problem solving assignments or activities
Given a demonstration and lab activity, students will be able to assess and prepare for critical safety issues, i.e. the use of a gait belt, proper posture, body mechanics and proper lifting techniques, proper positioning and use of assistive devices to avoid pain and altered sensation at a 95% level of accuracy or better.

A. Skill demonstrations
Given a lab practical, students will be able to write a concise Subjective, Objective, Assessment, Plan (SOAP) note for each treatment intervention provided at a 70% level of accuracy or better.

A. Problem solving quizzes or exams
Given a demonstration and skill-check, students will be able to explain the varying gait patterns and demonstrate competency in patient instruction utilizing various assistive devices based on weight bearing and injury status (four point, three point, and variations of two point gait patterns) at a level of 70% accuracy or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
6. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
Read and analyze the components of a SOAP (Subjective, Objective, Assessment and Plan) note.

Writing:
Document patient treatment in a SOAP note.

Homework:
Prepare a one page handout to be given to a patient as an educational and safety material such as crutch use, walker use, wheelchair use, posture, or body mechanics.

Lab Content:
Demonstrate don/doff of personal protective equipment.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Joni Jordan

DATE: 09/10/2009
SUBJECT AREA AND COURSE NUMBER: PTA 128

COURSE TITLE: KINESIOLOGY

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week: 3
Activity Hours Per Week: 
Total Hours Per Week: 5

Total Lecture Hours Per Semester: 35
Total Lab Hours Per Semester: 52.5
Total Activity Hours Per Semester: 
Total Contact Hours Per Semester: 87.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course instructs the PTA student in the study of human movement. It is a foundational course exploring the laws of physics and motion and applied anatomy. Students will determine biomechanical forces on the body. Topics will include musculoskeletal review of origins, insertions, innervations and actions of prime movers.

REQUISITES:

Prerequisites:
BIOL 030 or equivalent college course with "C" or better
and
BIOL 031 or equivalent college course with "C" or better

Limitations on Enrollment:

and
Acceptance into the PTA program.

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Approved* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Essay quizzes or exams
- Multiple choice tests
- Short answer quizzes or exams
- Oral presentations
- Project
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- A. Skeletal System
- B. Articular System and Arthrokinematics
- C. Muscular System
- D. Nervous System
- E. Basic Biomechanics
- F. Shoulder Complex
- G. Elbow Joint and Forearm
- H. Wrist and Hand
- I. Temporomandibular joint
- J. Respiratory System
- K. Neck and Trunk
- L. Trunk, Lumbar Spine/Pelvic girdle
- M. Posture
- N. Hip
- O. Knee
- P. Ankle/Foot Complex
- Q. Gait

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. Identify basic kinematic movement, biomechanical principles and terminology.
2. Demonstrate palpation of joints, bony landmarks, muscles and other key anatomical features of head, spine and extremities.
3. List muscles responsible for human movement (including respiration, posture, locomotion) as well as muscle attachments, actions and innervations.
4. Distinguish normal and abnormal body alignment and movements.
5. Identify anatomical and kinesiological factors which contribute to normal and abnormal alignment and movement.
6. Distinguish common pathologies related to spine, extremities, respiration, gait and movement.
7. Observe and describe movement of all joints of the body utilizing appropriate terminology.

Student Learning Outcomes
Given bone models and a skeleton, students will be able to describe the function of the axial and appendicular skeleton with 70% level of accuracy or better.

- A. Multiple choice tests
- B. Short answer quizzes or exams

Given a demonstration and skill check, students will be able to differentiate joint end feel and determine if a
joint is in a closed-packed or open-packed position with 70% level of accuracy or better.
Given a lecture about breathing patterns and skill check, students will be able to identify phases of respiration with 70% level of accuracy or better.
A. Multiple choice tests
B. Problem solving quizzes or exams
Given a lab practical case scenario, students will be able to analyze the gait pattern in regard to gait cycle, cadence, step/stride length and speed at a 70% level of accuracy or better.
A. Problem solving assignments or activities
Given a case scenario, students will be able to demonstrate competency in positioning and application of manual muscle testing at a 70% level of accuracy or better.
A. Problem solving assignments or activities

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments
Reading:
After reading, list and describe origin, insertion and nerve innervation for a given muscle of the shoulder complex.

Writing:
Describe the differences between the axial and appendicular skeleton.

Homework:
Complete lab worksheets to identify concentric, eccentric and isometric muscle contractions.

Lab Content:
Palpate and identify all significant bony landmarks, pertinent structures and muscles of the lumbar spine and pelvic girdle.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Jonna Schengel

DATE: 03/13/2009
College of the Sequoias

COLLEGE ASSOCIATE DEGREE COURSE OUTLINE

SUBJECT AREA AND COURSE NUMBER: PTA 130

COURSE TITLE: PHYSICAL AGENTS AND MODALITIES

UNITS/ HOURS
Units: 3

Hours:
Lecture Hours Per Week: 1
Lab Hours Per Week: 6
Activity Hours Per Week: 
Total Lecture Hours Per Semester: 17.5
Total Lab Hours Per Semester: 105
Total Activity Hours Per Semester: 
Total Hours Per Week: 7
Total Contact Hours Per Semester: 122.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This lecture and skills lab course provides the PTA student with exposure to the duties related to dealing with physical agents, modalities and massage. These applications include the use of cold, heat, ultrasound, diathermy and hydrotherapy. Other modalities include mechanical traction, electro-therapy, compression and laser/ligt. Basic dressing changes and wound care with the use of universal precautions and infection control are covered. Soft tissue mobilization and therapeutic massage as therapeutic modality are presented. This course has a significant number of laboratory hours and psychomotor learning opportunities.

REQUISITES:

Prerequisites:
PTA 125 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Essay quizzes or exams
- Multiple choice tests
- Short answer quizzes or exams
- Problem solving quizzes or exams

COURSE TOPICS:

Outline of Topics: The following topics are included in the framework of the course but are not intended as limits on content.

- A. Physical Agents, Inflammation and Tissue Repair
- B. Soft Tissue Mobilization/Myofascial Release
- C. Pain, Pain Measurement and Tone Abnormalities
- D. Motion Restrictions
- E. Thermal Agents- Heat, Cold and Diathermy
- F. Ultrasound
- G. Electrical Current
- H. Wound Care
- I. Hydrotherapy
- J. Traction
- K. Compression
- L. Aquatic Therapy
- M. Electromagnetic Radiation and Laser/Light

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. relate and explain principles of basic physiology and physics to the application of physical agents.
2. identify and demonstrate physical therapy modalities as determined by the supervising Physical Therapist.
3. differentiate the physiological effects of massage, hydrotherapy, wound care, dressing application/removal, traction, electrotherapy, electromagnetic, laser and vasopneumatic devices.
4. identify indications, precautions and contraindications for all modalities covered in this course.
5. explain the elements of proper documentation of treatment sessions that incorporate physical agents as augmentative therapy.
6. demonstrate communication skills while giving instructions to patients, family members and care givers while considering age, impairments and cultural differences.

Student Learning Outcomes

- Given photographs and online examples of wounds, students will be able to identify the phases of tissue healing with a 70% level of accuracy or better.
  A. Multiple choice tests
- Given a lab practical scenario, students will be able to construct a safe treatment setting in regard to PTA application of all modalities and physical agents with a 70% level of accuracy or better.
  A. Skill demonstrations
- Problem solving assignments or activities
- Given a lab practical scenario, students will be able to measure sensory response to light touch, heat and cold prior to application of a physical modality with a 100% level of accuracy.
  A. Skill demonstrations
  B. Problem solving assignments or activities
Given analog and visual pain scales, students will be able to measure patient's pain, using standardized questionnaires, graphs, behavioral scales or visual analog scales with a 70% level of accuracy or better.
A. Skill demonstrations
Given a lab practical case scenario, students will be able to demonstrate competency in communicating and instructing patients, family members and care givers while taking into consideration age, impairments, cognition/mentation and cultural differences with a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Problem solving quizzes or exams

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
6. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments
Reading:
Read chapter 1-2 and discuss the role of physical agents as an adjunct of treatment.

Writing:
Explain the Gate Theory of pain the endogenous opioid system of pain modulation.

Homework:
Complete a pain scale survey on family/friends using of different measuring scales to document pain.

Lab Content:
Demonstrate competency in the application of thermal agents, ultrasound, electrical current, traction, compression and soft tissue mobilization.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Jonna Schengel

DATE: 03/13/2008
SUBJECT AREA AND COURSE NUMBER: PTA 131

COURSE TITLE: ENGINEERING & PHYSICS FOR PTA

UNITS/HOURS
Units: 1

Hours:
Lecture Hours Per Week: 1
Lab Hours Per Week:  
Activity Hours Per Week:  
Total Hours Per Week: 1

Total Lecture Hours Per Semester: 17.5
Total Lab Hours Per Semester:  
Total Activity Hours Per Semester:  
Total Contact Hours Per Semester: 17.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This is a basic introduction to the natural laws governing motion, light, sound, electricity, thermodynamics and mechanical properties, in addition to various issues related to field of physical therapy.

REQUISITES:

Advisories:
MATH 230 or equivalent college course with "C" or better

Limitations on Enrollment:

and
Acceptance into the PTA Program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* AA/AS General Education (1-299 level)
B: Natural Science-Physical Sci
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

* Lecture and/or Discussion
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Essay quizzes or exams
- Multiple choice tests
- Short answer quizzes or exams
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- A. Force, Motion, Momentum and Gravity
- B. Applied Biomechanics
- C. Atoms, Molecules, Solids, Liquids, Temperature
- D. Wave Motion, Sound, Diffraction and Interference
- E. Electricity, Magnetism and Electromagnetic Waves
- F. Light, Lasers and Water

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. define the basic mechanical principles of mass, pressure, lever systems, force systems, inertia, momentum, gravity and friction.
2. describe basic principles of electricity to include sound, light, electricity, thermodynamics, electromagnetics and electronic circuitry.
3. describe the effects of buoyancy and hydrostatic pressure.

Student Learning Outcomes

Given an example of levers, students will be able to diagram fulcrum, lever, and calculate force production at a 70% level of accuracy or better...

- A. Problem solving assignments or activities
- B. Short answer quizzes or exams

Given everyday living situations, students will be able to define examples of Newton's Law in everyday settings at a 70% level of accuracy or better...

- A. Problem solving assignments or activities
- B. Short answer quizzes or exams

Institutional Outcomes

1. Communicate effectively for a given purpose within the specific context of a communication event.
2. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
3. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
4. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.

Assignments

Reading:
Read Wolff's Law and discuss one application to physical therapy.

Writing:
Write and explain Newton's Three laws of Motion
Homework:
Diagram a force couple in the human body.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Jonna Schengel
DATE: 03/31/2009
SUBJECT AREA AND COURSE NUMBER: PTA 139

COURSE TITLE: PATHOPHYSIOLOGY

UNITS/HOURS
Units: 2

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week:
Activity Hours Per Week:
Total Hours Per Week: 2

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course presents signs, symptoms and complications of disease states of the body. It covers the nature of diseases and abnormalities of structure and function. The physical, clinical and laboratory presentation of disease process is examined.

REQUISITES:

Prerequisites:
PTA 125 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:
* Lecture and/or Discussion
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Essay quizzes or exams
- Multiple choice tests
- Oral presentations
- Project
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. Introduction to Pathophysiology
B. Inflammation and Healing
C. Immunity and Abnormal Responses
D. Infection
E. Neoplasms
F. Fluids, Electrolytes and Acid-base imbalances
G. Congenital and Genetic Disorders
H. Diseases associated with Adolescents
I. Complications of Pregnancy
J. Reproductive Systems Disorders
K. Aging and the Disease Process
L. Effects of Immobility
M. Influence of Stress
N. Pain
O. Substance Abuse
P. Skin Disorders
Q. Basic Pharmacology
R. Laboratory Tests
S. Blood and Lymphatic
T. Cardiovascular Disease
U. Respiratory Disorders
V. Digestive System Disorders
W. Urinary System Disorders
X. Neurological Disorders
Y. Endocrine Disorders
A@. Musculoskeletal Disorders

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. define and use common terminology in describing pathology of disease, trauma and development.
2. describe the mechanisms of tissue injury and repair.
3. describe the signs and symptoms of diseases most frequently encountered in the rehabilitation process.
4. assess the clinical implications of common pathologies of the musculoskeletal, neuromuscular, cardiovascular, pulmonary, endocrine and integumentary systems.
5. identify and describe the cause of disease processes and pathogenesis.
6. identify various laboratory tests as normal and abnormal and their potential effects on therapy.

Student Learning Outcomes

Given the reaction of tissue to injury and disease, students will be able to explain the inflammatory process, malignant neoplasms, hormone imbalances and endocrine disorders at a 70% level of accuracy or better..

A. Multiple choice tests

Given pathology of wounds, students will be able to summarize the types of wounds and stages of normal wound healing at a 70% level of accuracy or better..
A. Multiple choice tests
Given the pain mechanism, students will be able to explain and discuss the pathophysiology of the pain mechanism with a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Multiple choice tests
Given normal process of aging, students will be able to distinguish the normal response to aging and responses that result from pathology in the musculoskeletal system at a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Multiple choice tests

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
4. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.

Assignments
Reading:
Read and identify terminology in describing pathology, disease, trauma and development.

Writing:
List and explain the factors that promote tissue healing.

Homework:
Design a patient handout that explains five strategies to minimize the pathological effects of stress.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Jenna Schengel
DATE: 08/30/2010
SUBJECT AREA AND COURSE NUMBER: PTA 140

COURSE TITLE: ADMINISTRATION

UNITS/HOURS
Units: 1

Total Lecture Hours Per Semester: 17.5
Total Lab Hours Per Semester:
Total Activity Hours Per Semester:
Total Contact Hours Per Semester: 17.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course addresses issues facing physical therapist assistants. Topics presented include ethics, values, patient advocacy, personal and career development, access to health care, reimbursement, quality assurance and legal issues.

REQUISITES:
Prerequisites:
PTA 121 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA program.

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:
* Lecture and/or Discussion
METHODOLOGIES OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Written essays or extended papers
- Portfolio Evaluation
- Multiple choice tests
- Short answer quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. The Physical Therapy Profession
B. Changing World of Health Care
C. Laws and Regulations
D. Ethics and Standards of Conduct
E. Career and Lifelong Learning
F. Evidence Based Practice
G. Supervision, Direction, Delegation
H. Insurance and Reimbursement
I. PTA Licensure
J. Entering the Job Market
K. PTA and Community Awareness

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. outline organizational plan and operation of physical therapy services.
2. provide introduction to healthcare financing and reimbursement.
3. explain role of supportive personnel.
4. address components of risk management, including safety procedures, standard precautions and patient consent.
5. introduce issues pertaining to time and resource management.
7. introduce concepts of conflict management.
8. introduce concepts of quality assurance and continuous quality improvement.

Student Learning Outcomes

Given the student was taught organizational and operations of Physical Therapy services, students will be able to identify physical therapy professionals and supportive personnel and their proper role in provision of physical therapy services with a 70% level of accuracy or better.

A. Multiple choice tests

Given the student was taught about health care legislation, students will be able to identify key legislative activity and disability issues related to the field of physical therapy at a 70% level of accuracy or better.

A. Written essays or extended papers

Given the student was taught ethics and standards of conduct for the PTA, students will be able to correctly identify patient scenarios pertaining to HiPAA and other privacy issues with a 70% level of accuracy or better.

A. Multiple choice tests

B. Short answer quizzes or exams

Given the student was taught conflict management, students will be able to correctly identify methods for personal and institutional conflict management at a 70% level of accuracy or better.

A. Problem solving assignments or activities

B. Multiple choice tests

Given the student was taught supervision, direction and delegation, students will be able to identify key...
factors to optimize communication between the PT/PTA as members of the health care team at a 70% level of accuracy or better.
  A. Written essays or extended papers

Given the student was taught about entering the job market, students will be able to demonstrate appropriate interview skills at a 70% level of accuracy or better.
  A. Problem solving assignments or activities

Given the student was taught about Medicare reimbursement, students will be able to identify physical therapy services which are reimbursable for Medicare Part A and B provided by a PT and PT student and PTA and PTA student at a 70% level of accuracy or better.
  A. Multiple choice tests

Given the student was taught about PTA and community awareness, students will be able to demonstrate social awareness to promote the field of physical therapy to community members and service organizations at a 70% level of accuracy or better.
  A. Problem solving assignments or activities

Institutional Outcomes

1. Participate in active living and practices that support health and wellness.

2. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.

3. Communicate effectively for a given purpose within the specific context of a communication event.

4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.

5. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.

6. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.

7. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.

8. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
Read and discuss health care legislation.

Writing:
Write and develop a resume.

Homework:
Administer standardized questionnaires to patients and others.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:
1. Reading material will be assigned by instructor.

ORIGINATOR: Jonna Schengel

DATE: 01/10/2011
<table>
<thead>
<tr>
<th>SUBJECT AREA AND COURSE NUMBER: PTA 145</th>
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<tbody>
<tr>
<td>COURSE TITLE: NEUROREHABILITATION FOR PTA</td>
</tr>
<tr>
<td>UNITS/HOURS</td>
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<tr>
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<td>TOP CODE: 1222.00 - Physical Therapist Assistant*</td>
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<tr>
<td>Cross-Listed Courses:</td>
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<td>CATALOG COURSE DESCRIPTION:</td>
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<td>This course instructs the PTA student in the functional activities and rehabilitation procedures relating to the management of the patients with neurological diagnoses. Students will review normal neurodevelopmental sequences as well and developmental delays. The focus of the class is to integrate safe, legal, ethical and effective rehabilitation procedures for neurological patients. This course requires a high level of critical thinking and application, implementation and modification of physical therapy interventions. This class will help the student develop the necessary communication skills needed in the rehabilitation setting.</td>
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<tr>
<td>REQUISITES:</td>
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<td>Prerequisites:</td>
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<td>PTA 139 or equivalent college course with &quot;C&quot; or better</td>
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<td>and</td>
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<td>Acceptance into the PTA Program.</td>
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<td>FIELD TRIP REQUIREMENTS: Not Required</td>
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<td>GRADING: S - Standard Grading A-F</td>
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<td>REPEATABLE:</td>
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<td>TRANSFERABLE:</td>
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<td><em>Pending Approval</em> CSU BA Transferable (1-199 level)</td>
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<tr>
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<td>METHODS OF INSTRUCTION:</td>
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<td>Methods of instruction may include, but are not limited to, the following:</td>
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METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Multiple choice tests
- Short answer quizzes or exams
- Project
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. Review of Neuroanatomy
B. Neurorehabilitation for the PTA
C. Normal Motor Development across the lifespan
D. Motor Learning, Control and Neuroplasticity
E. Interventions and Procedures
F. Psychosocial and Cognitive Factors
G. Pediatric Neurological Conditions
H. Spinal Cord Injury
I. Traumatic Brain Injury
J. Cerebral Vascular Accident
K. Etiology of other Neurological Disorders.

OUTCOMES:

Course Objectives

The main concepts for this course will ask students to...

1. Introduce basic concepts of neurological disorders.
2. Present the normal neurodevelopmental growth sequence and identify delays or deficits.
3. Demonstrate appropriate rehabilitation procedures for neurological patients including physiological and therapeutic benefits.
4. Examine the principle of functional activities and rehabilitation procedures relating to the management of patients with neurological diagnosis.
5. Explain management of neurological patients.
6. Formulate communication skills with the patient, family and other members of the health care team in an empathetic and nonjudgemental manner.

Student Learning Outcomes

Given PT plan of care, students will be able to define and explain the role of the PTA in the treatment of patients with neurological disorders at a 70% level of accuracy or better.

A. Multiple choice tests
B. Problem solving quizzes or exams

Given different neurorehabilitation techniques, students will be able to explain the motor control mechanisms of each technique at a 70% level of accuracy or better.

A. Skill demonstrations
B. Multiple choice tests

Given instruction in the use of adaptive equipment, students will be able to demonstrate competency in the
use of adaptive equipment for ADLs and functional activities at a 70% level of accuracy or better.
A. Skill demonstrations

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
6. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.
7. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments
Reading:
Read and discuss the motor changes that occur across the lifespan.

Writing:
Diagram the components of the Nagi Disability model.

Homework:
Schematize the basic structures of neuroanatomy.

Lab Content:
Demonstrate competency in choosing and assessing the use of adaptive equipment for the neurologically involved patient.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:
1. Lab manual with Patient care scenarios

ORIGINATOR: Jenna Schangel

DATE: 09/30/2010
College of the Sequoias

COLLEGE ASSOCIATE DEGREE COURSE OUTLINE

SUBJECT AREA AND COURSE NUMBER: PTA 148

COURSE TITLE: ORTHOPEDIC MANAGEMENT

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week: 3
Activity Hours Per Week:
Total Hours Per Week: 5

Total Lecture Hours Per Semester: 35
Total Lab Hours Per Semester: 52.5
Total Activity Hours Per Semester:
Total Contact Hours Per Semester: 87.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:

This course instructs the PTA student in the application of kinesiological concepts to the clinical setting and treatment of orthopedic diagnoses. The focus is on safe, legal and ethical use of appropriate therapeutic exercise. Students will learn the physiological responses for orthopedic conditions and management of surgical cases.

REQUISITES:

Prerequisites:
PTA 128 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA Program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:
  * Laboratory
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Multiple choice tests
- Short answer quizzes or exams
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- A. Fundamental Orthopedic Management for the PTA
- B. Flexibility and Strength Interventions
- C. Endurance, Balance and Coordination Interventions
- D. Tissue Healing
- E. Orthopedic Pharmacology
- F. Gait
- G. Joint Mobilization
- H. Orthotics, Prosthetics and Bracing
- I. Interventions for the Ankle, Foot and Toes
- J. Interventions for the Knee
- K. Orthopedic Management of the Hip and Pelvis
- L. Orthopedic Management of the Lumbar, Thoracic and Cervical Spine
- M. Orthopedic Management of the Shoulder
- N. Orthopedic Management of the Elbow, Wrist, and Hand

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. differentiate the role of the supervising PT and the treating PTA in the care of orthopedic patients and the role of assessment.
2. demonstrate competency in appraising the fit, rationale and disadvantages in the use of UE and LE orthotics/sports.
3. describe and explain selected orthopedic surgical procedures.
4. identify patient needs and demonstrate competency in instructing patient in proper posture, body mechanics and lifting techniques.
5. define the pharmaceutical benefits of medications used with various orthopedic conditions.
6. administer standard outcomes questionnaires to patients.

Student Learning Outcomes

Given the basic components of stretching, students will be able to identify the critical components for stretching soft t tissue contractures at a 70% level of accuracy or better.

A. Problem solving assignments or activities
B. Multiple choice tests

Given the physiological changes related to aerobic exercise, students will be able to identify guidelines for aerobic fitness related to frequency, intensity, duration and mode of activity at a 70% level of accuracy or better.

A. Problem solving assignments or activities
B. Multiple choice tests
C. Problem solving quizzes or exams

Given the sequence of the inflammation process including cell function, students will be able to list the five cardinal signs of inflammation at a 70% level of accuracy or better.
A. Multiple choice tests
B. Short answer quizzes or exams
Given the sequence of muscle injury repair, students will be able to describe clinically relevant rehabilitation techniques used during periods of muscle injury, repair and immobilizations at a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Multiple choice tests
Given the components of pharmacokinetics, students will be able to explain the rationale of preoperative antibiotics at a 70% level of accuracy or better.
A. Multiple choice tests
B. Short answer quizzes or exams
Given the common injuries to the knee, students will be able to demonstrate safety and basic skills in rehabilitation techniques used in the treatment of an injured meniscus, ligament, patellofemoral and knee arthroplasty at a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Multiple choice tests
Given the role of the PTA, students will be able to explain methods of modifying the physical therapy plan of care or actions to be taken in response to physical assessment of a patient at a 70% level of accuracy or better.
A. Problem solving assignments or activities
B. Multiple choice tests
Given Subjective, Objective, Assessment, Plan (SOAP) and progress note writing skills, students will be able to identify critical elements to include with documentation of physical assessment at a 70% level of accuracy or better.
A. Multiple choice tests
B. Short answer quizzes or exams

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
6. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.
7. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
Read and discuss the physiological changes related to aerobic exercise.

Writing:
Write a treatment modification for the PT Plan of Care in response to physical assessment.

Homework:
Identify the critical elements to include in documentation and prepare a SOAP note.

Lab Content:
Demonstrate safety and basic skills in rehabilitation techniques in the treatment of an injured meniscus, ligament, patellofemoral and knee arthroplasty.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:
PERIODICALS:
MATERIALS FEE: $0
OTHER:

ORIGINATOR: Jonna Schenkel
DATE: 02/15/2009
SUBJECT AREA AND COURSE NUMBER: PTA 150

COURSE TITLE: CLINICAL EDUCATION 1

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 9.5
Lab Hours Per Week: 9.5
Activity Hours Per Week:
Total Hours Per Week: 9.5

Total Lecture Hours Per Semester: 168.25
Total Lab Hours Per Semester: 168.25
Total Activity Hours Per Semester:
Total Contact Hours Per Semester: 168.25

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course will involve supervised clinical instruction to observe/participate in the PT/PTA clinical activities. Emphasis will be placed on developing professional behaviors and interpersonal skills. Students will be given the opportunity to practice data collection, therapeutic modalities, transfer, patient positioning, patient instruction, and therapeutic exercise, as well as documentation of measurements and interventions. Students will practice assessment techniques including goniometry, manual muscle testing, and patient functional levels. Skills practiced are dependent on clinical site. This course is the PTA student's first exposure to clinical education. Clinical course work will include a 4 week clinical course at 40 hours per week at off-site lab instruction.

REQUISITES:

Prerequisites:
PTA 121 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the Physical Therapist Assistant program.

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

* Field Experience
* Lecture and/or Discussion

METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

Skill demonstrations
Problem solving assignments or activities

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. Job-ready level of professionalism
B. Appearance, promptness, ethical/legal conduct, self-evaluation, initiative, communication skills, and interest in life-long learning.
C. Clinic orientation
D. Documentation
E. Patient charts
F. Policy and procedure manuals/protocols
G. Physical therapy machine manuals
H. Assessment tools - patient, self, and facility

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. Develop professional learning skills in the clinical setting.
2. Distinguish between appropriate and inappropriate application of principles of treatment techniques learned in the classroom and performed at the beginning level.
3. Assess and document patient response to treatment in such a manner that treatment is billable and to ensure reimbursement.
4. Select appropriate adjustments to treatment with the scope of the patient care plan and with verbal authorization of supervising PT/PTA.
5. Maintain the practice of ethical, reliable, adaptable and safe dealings with patients, staff, and family as well as adhere to the legal standards of physical therapy practices.

Student Learning Outcomes
Given that the student was taught the importance of safety with all clinical interventions, students will be able to deliver assigned treatments safely, correctly and in a timely manner when provided with the physical therapy evaluation, plan of care with supervision at the beginning level of competence at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student was taught how to monitor patient response to treatment, students will be able to assess the patient response and adapt the treatment as necessary with input from the supervising therapist at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student was taught how to implement modifications in treatment, students will be able to assess the need for and implement modifications in the treatment when presented with patient situations that reflect abnormal responses to interventions, including emergency situations, and report patient status to the supervising PT/PTA at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities
Given that the student was taught how to instruct patients and families, students will be able to create a therapeutic presence when describing necessary information for treatment for the patient and family as directed by the supervising PT/IPTA at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student has been taught to appraise their own strengths and limitations, students will be able to appraise their own communication skills and responses to illness and disease through self evaluation at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student was taught a professional level of written and oral communication skills, students will be able to formulate appropriate and effective written, oral and non-verbal communication with patients, family and peers indicating empathetic and non-judgemental attitudes at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student was taught specific entry level physical therapy treatment skills, students will be able to prepare and an appropriate treatment plan and progress the treatment at a beginning level, at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Given that the student was taught correct SOAP/progress note writing, students will be able to compose clear and concise progress notes in a timely manner on the treatments given utilizing the clinic format at the beginning level at a 70% level or better.

A. Skill demonstrations
B. Problem solving assignments or activities

Institutional Outcomes

1. Participate in active living and practices that support health and wellness.
2. Communicate effectively for a given purpose within the specific context of a communication event.
3. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
4. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
5. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
6. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others’ writings and ideas.
7. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
- 

Writing:
- 

Homework:
- 

Lab Content:

Students will be expected to have beginning level skills in

- Patient safety
- Body mechanics
- Basic patient management
- Positioning and draping
- Bed mobility
- Transfers
- Gait training
- Wheelchair training
- ROM/MMT measurement
- Modalities - heat/cold, US, electrical stimulation, traction, compression devices, light/faser, and ultraviolet/diathermy
- Soft tissue mobilizations and myofascial release
- SOAP/Progress note documentation
- Communication skills - patient, family, and staff
Self assessment

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:
1. Clinical Education Manual for PTA Student

ORIGINATOR: Joni Jordan

DATE: 03/15/2008
SUBJECT AREA AND COURSE NUMBER: PTA 152

COURSE TITLE: CARDIOPULMONARY REHABILITATION

UNITS/HOURS
Units: 3

Hours:
Lecture Hours Per Week: 2
Lab Hours Per Week: 3
Activity Hours Per Week: 
Total Hours Per Week: 5

Total Lecture Hours Per Semester: 35
Total Lab Hours Per Semester: 52.5
Total Activity Hours Per Semester: 
Total Contact Hours Per Semester: 87.5

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course will apply the physiology of body systems as related to various influences of aging, environmental exposure and pathological dysfunction. Included will be common disease pathways of the cardiovascular and pulmonary systems. The course will also introduce the student to cardiopulmonary fitness and rehabilitation techniques.

REQUISITES:

Prerequisites:
PTA 139 or equivalent college course with "C" or better

Limitations on Enrollment:
and
Acceptance into the PTA Program

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:
TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:
* Lecture and/or Discussion
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Multiple choice tests
- Short answer quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- A. Principles of Aerobic Conditioning
- B. Review of Cardiopulmonary Pathology
- C. Principles of Cardiac Rehabilitation
- D. Enhancement of Breathing and Pulmonary Function
- E. Implementing cardiopulmonary therapeutic intervention in complex patients.
- F. Psychosocial issues in cardiopulmonary rehabilitation.

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. Review common terminology and pathophysiology of cardiopulmonary disease.
2. Identify epidemiological factors for cardiopulmonary disease.
3. Identify physical therapy interventions for pulmonary disease of the cardiovascular and pulmonary systems.
4. Describe cardiopulmonary interventions across the lifespan.
5. Assess the roles of various health care providers in the management of commonly seen cardiopulmonary diseases.
6. Identify test procedures used to diagnose various cardiopulmonary conditions.
7. Develop knowledge of clinical presentation and safety considerations for cardiovascular and pulmonary diseases.

Student Learning Outcomes

Given the student was taught the principles of aerobic conditioning, students will be able to list the signs and symptoms of exercise tolerance and indications for terminating exercise at a 70% level of accuracy or better.

- A. Multiple choice tests

Given the student was taught how to record vital signs, students will be able to monitor HR, RPE, and BP during exercise prescription at 70% level of accuracy or better.

- A. Skill demonstrations
- B. Problem solving assignments or activities

Given the student was taught cardiopulmonary pathophysiology, students will be able to describe the advantages and disadvantages of select pharmaceutical interventions in cardiopulmonary disease at a 70% level of accuracy or better.

- A. Problem solving assignments or activities
- B. Multiple choice tests

Given the student was taught the principles of aerobic conditioning and cardiac rehabilitation, students will be able to describe the components of exercise prescriptions including intensity, duration, frequency and mode at a 70% level of accuracy or better.

- A. Multiple choice tests

Given the student was taught the principles of cardiac rehabilitation, students will be able to identify and describe the PTA's role in providing intervention for a patient in cardiac intensive care unit at a 70% level or better on a multiple choice test.

- A. Problem solving assignments or activities
B. Multiple choice tests
Given the student was taught communication skills with patients and families, students will be able to demonstrate competency in communicating and giving instructions to cardiac patients, family members and caregivers taking age, impairment and cultural differences into consideration at a 70% level of accuracy or better.
   A. Skill demonstrations
   B. Problem solving assignments or activities
Given the student was taught how to enhance breathing and pulmonary function, students will be able to list ways a PTA can assist a patient with pulmonary dysfunction at a 70% level of accuracy or better.
   A. Multiple choice tests
Given the student is taught breathing and pulmonary function, students will be able to observe a patient and describe chest wall expansion and excursion at a 70% level of accuracy or better.
   A. Skill demonstrations

Institutional Outcomes
1. Participate in active living and practices that support health and wellness.
2. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
3. Communicate effectively for a given purpose within the specific context of a communication event.
4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
5. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
6. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
7. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others’ writings and ideas.
8. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments
Reading:
After reading chapters 1-6 discuss graded exercise testing and exercise progression.

Writing:
Describe the etiology, signs and symptoms for coronary heart disease, heart failure, coronary bypass, essential hypertension and arrhythmias.

Homework:
Develop a tool or strategy to enhance compliance with exercise prescription.

Lab Content:
Demonstrate competency in communicating and giving instructions to patients, family members and caregivers, taking age, impairments and cultural differences into consideration.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:

ORIGINATOR: Jonna Schenkel
SUBJECT AREA AND COURSE NUMBER: PTA 160

COURSE TITLE: CLINICAL EDUCATION 2

UNITS/HOURS
Units: 5.5

Hours:
Lecture Hours Per Week: 16
Lab Hours Per Week: 16
Activity Hours Per Week: 16
Total Hours Per Week: 16

Total Lecture Hours Per Semester: 280
Total Lab Hours Per Semester: 280
Total Activity Hours Per Semester: 280
Total Contact Hours Per Semester: 280

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This course provides the PTA student with full time clinical education experience with application of previously learned techniques and skills in rehabilitation in various clinical settings. The focus is on safe, legal, ethical and effective use of physical therapy interventions. Focus is on communication skills, interpersonal relationships and professionalism required in the health care setting. Students are expected to assume a greater responsibility in the clinical setting, as they improve their clinical treatment skills. Students will have successfully completed the didactic portion of the curriculum and will make satisfactory progress toward competent and safe entry level PTA skills at the conclusion of this clinical experience. Skills practiced are dependent on the clinical site. Supervision is at the intermediate level provided by the staff of the affiliating institution and coordinated by the Academic Clinical Education Coordinator (ACCE).

REQUISITES:
Prerequisites:
PTA 145 or equivalent college course with "C" or better

Limitations on Enrollment:
and

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level)
YES

METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

* Field Experience

METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

Skill demonstrations
Problem solving assignments or activities

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. PT Plan of Care
B. Communication with PT and other HCT Members
C. Competency in Selected Interventions
D. Patient Safety
E. Treatment Progression
F. Integumentary Changes
G. Normal and Abnormal Joint movement
H. Resting Posture and Response to Change in Position
I. Change in Patient Status
J. Patient and Family Education
K. Documentation
L. Health Care Literature
M. Billing and Reimbursement
N. Role of the PTA

OUTCOMES:
Course Objectives
The main concepts for this course will ask students to...

1. Communicate an understanding of the plan of care developed by the PT to achieve short and long term goals and intended outcomes.
2. Demonstrate competency in implementing selected components of interventions including developmental activities, prosthetics and orthotics, ROM, aerobic conditioning, balance and coordination, breathing and coughing techniques, ADL, wound care and dressing removals.
3. Describe safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility.
4. Provides accurate and timely information for billing and reimbursement purposes.

Student Learning Outcomes
Given the student is taught gait instruction, students will be able to describe the safety, status and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility at the level of 100% competency on the Clinical Performance Instrument Criterion #1.

A. Skill demonstrations
B. Problem solving assignments or activities

Given the student was taught proper documentation, students will be able to complete thorough, accurate, logical, concise, timely and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies with an intermediate level of supervision from the clinical instructor at the site at a 75% level of competency on the Clinical Performance Instrument Criterion #7.

A. Skill demonstrations
B. Problem solving assignments or activities
Given student was taught to assess patient status, students will be able to recognize when an intervention should not be provided due to changes in the patient's status and report this to the supervising clinical instructor with an intermediate level of supervision at a 60% level of competency or better on the Clinical Performance Instrument Criterion #8.

A. Skill demonstrations

B. Problem solving assignments or activities

Given the student was taught interventions, students will be able to adjust interventions within the plan of care established by the Physical Therapist in response to patient clinical indications and report this to the clinical instructor with an intermediate level of supervision at a 80% level of competency or better on the Clinical Performance Instrument Criterion #10.

A. Skill demonstrations

B. Problem solving assignments or activities

Given the student was taught discharge planning, students will be able to participate in discharge planning and follow up as directed by the supervising Physical Therapist with an intermediate level of supervision at a 60% level of competency or better on the Clinical Performance Instrument Criterion #15.

A. Skill demonstrations

B. Problem solving assignments or activities

Given the student was taught the roles and scope of work for the PTA, students will be able to educate others about the role of the Physical Therapist Assistant by various communication methods at a 60% level of competency or better on the Clinical Performance Instrument Criterion #13.

A. Skill demonstrations

B. Problem solving assignments or activities

Given that the student was taught billing and reimbursement procedures, students will be able to provide accurate and timely information for billing and reimbursement purposes with intermediate level supervision at a 70% level of competency or better on the Clinical Performance Instrument Criterion #16.

A. Skill demonstrations

B. Problem solving assignments or activities

Institutional Outcomes

1. Participate in active living and practices that support health and wellness.
2. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
3. Communicate effectively for a given purpose within the specific context of a communication event.
4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
5. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
6. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
7. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.
8. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:

As assigned by the Clinical Instructor and Academic Clinical Coordinator.

Writing:

Complete thorough, accurate, logical, concise, timely and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.

Homework:

As assigned by the Clinical Instructor and Academic Clinical Coordinator.

Lab Content:

Adjust interventions within the plan of care established by the physical therapist in response to patient clinical indications and report this to the clinical instructor.

TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

**MANUALS:**

**PERIODICALS:**

**MATERIALS FEE:** $0

**OTHER:**

**ORIGINATOR:** Jonna Schengel

**DATE:** 03/17/2009
COLLEGE OF THE SEQUOIAS

COLLEGE ASSOCIATE DEGREE COURSE OUTLINE

SUBJECT AREA AND COURSE NUMBER: PTA 161

COURSE TITLE: CLINICAL EDUCATION 3

UNITS/HOURS
Units: 5.5

Hours:
Lecture Hours Per Week: Total Lecture Hours Per Semester: 280
Lab Hours Per Week: Total Lab Hours Per Semester: 280
Activity Hours Per Week: Total Activity Hours Per Semester: 280
Total Hours Per Week: 16 Total Contact Hours Per Semester: 280

TOP CODE: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

CATALOG COURSE DESCRIPTION:
This is a seven week, full-time affiliation, where students are given the opportunity to implement therapeutic treatments learned in the academic setting under the supervision of a Physical Therapist. The student will be responsible for patient care compatible to the role of the entry-level PTA utilizing knowledge and skills developed in the program. The student will have an opportunity to advance his/her skills level in the competencies experienced during Clinical Affiliation I and II to an entry-level within the role of the PTA. Students will demonstrate competent and safe entry level PTA skills at the conclusion of this clinical experience.

REQUISITES:

Prerequisites:
PTA 155 or equivalent college course with "C" or better

Limitations on Enrollment:
and

FIELD TRIP REQUIREMENTS: Not Required

GRADING: S - Standard Grading A-F

REPEATABLE:

TRANSFERABLE:
*Pending Approval* CSU BA Transferable (1-199 level) YES

METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:
METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Skill demonstrations
- Problem solving assignments or activities
- Oral presentations

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

A. Physical Therapist (PT) Plan of Care
B. Communication with Physical Therapist and other Health Care Team Members
C. Competency in Selected Interventions
D. Patient Safety
E. Treatment Progression
F. Integumentary Changes
G. Normal and Abnormal Joint movement
H. Resting Position and Monitors response to Change in Position
I. Change in Patient Status
J. Patient and Family Education
K. Documentation
L. Health Care Literature
M. Billing and Reimbursement
N. Role of the PTA

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. communicate an understanding of the plan of care developed by the Physical Therapist to achieve short and long term goals and intended outcomes.
2. demonstrate competence in implementing selected components of interventions identified in the plan of care established by the Physical Therapist.
3. interact with other members of the health care team in patient care and non-patient care activities.
4. provide patient related instructions to patients, family members, and caregivers to achieve patient outcomes based on the plan of care established by the Physical Therapist.

Student Learning Outcomes
Given the student was taught the implementation of selected components of interventions identified in the plan of care, students will be able to demonstrate competence in developmental activities, protheses and orthotics, range of motion, aerobic conditioning, balance and coordination, breathing and coughing techniques, postural training, strengthening and stretching exercises, wound dressing application and removal at 100% level of competency on the Clinical Performance Instrument Criterion #1.

A. Skill demonstrations
B. Problem solving assignments or activities
Given the student was taught documentation, students will be able to complete thorough, accurate, logical, concise, timely and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies at a 90% level of competency or better on the Clinical Performance Instrument Criterion #7.

A. Skill demonstrations
B. Problem solving assignments or activities
Given the student was taught intervention adjustments, students will be able to adjust interventions within
the plan of care established by the Physical Therapist in response to patient clinical indications and report this to the clinical instructor at a 90% level of competency or better on the Clinical Performance Instrument Criterion #12.

A. Skill demonstrations
B. Problem solving assignments or activities

Given the student was taught patient education techniques, students will be able to participate in educating patients and caregivers, as directed by the supervising physical therapist at a 70% level of competency or better on the Clinical Performance Instrument Criterion #13.

A. Skill demonstrations
B. Problem solving assignments or activities
C. Oral presentations

Given the student was taught quality assurance techniques, students will be able to participate in performance improvement activities at a 80% level of competency or better on the Clinical Performance Instrument Criterion #19.

A. Skill demonstrations
B. Problem solving assignments or activities
C. Oral presentations

Institutional Outcomes

1. Participate in active living and practices that support health and wellness.
2. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
3. Communicate effectively for a given purpose within the specific context of a communication event.
4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
5. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
6. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
7. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.
8. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
As assigned by the Clinical Instructor and Academic Clinical Coordinator

Writing:
Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.

Homework:
As assigned by the Clinical Instructor and Academic Clinical Coordinator.

Lab Content:
Communicate an understanding of the plan of care developed by the Physical Therapist to achieve short and long term goals and intended outcomes.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:
PERIODICALS:
MATERIALS FEE: $0
OTHER:

ORIGINATOR: Jenna Schendel
DATE: 03/18/2009
Subject Area and Course Number: PTA 170

Course Title: Seminar for PTA

Units/Hours
Units: 1

Hours:
Lecture Hours Per Week: 1
Lab Hours Per Week: 
Activity Hours Per Week: 
Total Hours Per Week: 1
Total Lecture Hours Per Semester: 17.5
Total Lab Hours Per Semester: 
Total Activity Hours Per Semester: 
Total Contact Hours Per Semester: 17.5

Top Code: 1222.00 - Physical Therapist Assistant*

Cross-Listed Courses:

Catalog Course Description:
This course provides the Physical Therapist Assistant (PTA) student with the review of various systems and interventions provided by the PTA. Students will summarize and discuss management and interventions. Also included is the review of how to apply and prepare for the state board PTA licensure examination.

Requisites:

Prerequisites:
PTA 155 or equivalent college course with "C" or better

Limitations on Enrollment:
and

Field Trip Requirements: Not Required

Grading: S - Standard Grading A-F

Repeatable:

Transferable:  
"Pending Approval" CSU BA Transferable (1-199 level)  
Yes

Methods of Instruction:
Methods of instruction may include, but are not limited to, the following:
* Lecture and/or Discussion

Methods of Evaluation:
A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Problem solving assignments or activities
- Multiple choice tests
- Short answer quizzes or exams
- Problem solving quizzes or exams

COURSE TOPICS:

Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- A. Fundamentals and Core Concepts of Physical Therapy and Relationship to the PTA Scope of Work
- B. Gait, Posture and Ergonomic concerns
- C. Treatment Plan Comparison and Interventions
- D. Fundamentals of NPTE (National Physical Therapist Assistant Examination)
- E. Review registration and application for State Board licensing examination
- F. COS Program Survey

OUTCOMES:

Course Objectives
The main concepts for this course will ask students to...

1. review and discuss common musculoskeletal injuries.
2. review and discuss appropriate use of therapeutic exercise.
3. review common neurological disorders.
4. review cardiovascular disorders.
5. review, summarize and discuss common Physical Therapy management and interventions with wound care.
6. review and discuss common diagnosis in geriatric and pediatric population.
7. review and discuss integumentary diagnosis.

Student Learning Outcomes

Given that the student is taught the application process for applying to take the state board examination, students will be able to complete the application for the California State licensing examination for full completion of the application at 100% accuracy.
- A. Problem solving assignments or activities
Given the student is taught to plan for short and long term study goals, students will be able to develop a study schedule based on the results of the NPTE practice exam with a 70% level competency or better.
- A. Problem solving assignments or activities
Given the student was taught pharmacological agents, students will be able to identify common pharmacological agents encountered in the practice of Physical Therapy with a 70% level of competency or better.
- A. Multiple choice tests
Given the student was taught indications and contraindications, students will be able to identify the appropriate use of and differentiate between various physical agents at a 70% level of competency or better.
- A. Multiple choice tests
Given the student is taught therapeutic exercise, students will be able to summarize and differentiate between various therapeutic exercises at a 70% level of competency or better.
- A. Problem solving assignments or activities
- B. Multiple choice tests

Institutional Outcomes

1. Participate in active living and practices that support health and wellness.
2. Demonstrate awareness, respect, sensitivity, and understanding needed for participating successfully in a diverse, local and global society.
3. Communicate effectively for a given purpose within the specific context of a communication event.
4. Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.
5. Use appropriate creative and analytic methods to interpret ideas, solve problems, and present conclusions.
6. Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
7. Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.
8. Locate, evaluate, and use information from a variety of sources to take action or make a decision.

Assignments

Reading:
Read and review registration and application process for the California PTA State licensing examination.

Writing:
Develop a written study schedule based on results of the practice NPTE.

Homework:
Compare treatment plans and interventions.

TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

MANUALS:

PERIODICALS:

MATERIALS FEE: $0

OTHER:
1. Instructor generated handouts

ORIGINATOR: Jonna Schengel

DATE: 03/17/2009
ADMINISTRATIVE PROCEDURE 3261
COLLEGE OF THE SEQUOIAS CCD General Institution

REQUESTS FOR PERSONNEL, BUDGET AUGMENTATIONS, FACILITIES, AND/OR EQUIPMENT

The procedures for requesting personnel, budget augmentations, facilities, and/or equipment are detailed below by category. A calendar of deadlines for all personnel, budget augmentation, facilities, and/or equipment requests and approvals will be established by the Office of Administrative Services in early Fall semester of each academic year.

Program Reviews and Annual Updates receiving less than Satisfactory rating from the Institutional Program Review Committee will not be eligible to have any faculty position requests rated for the subsequent academic year. Classified staff, budget augmentation, VTEA funding, facility, Foundation funding, and/or any equipment requests will not be considered for the current academic year for any Program Review or Annual Update receiving less than a Satisfactory rating.

The President’s Cabinet will determine the funds available for all personnel and above base budget requests.

The following definition of “Technology” adopted by the Technology Committee will be used: “Technology is software, hardware, and infrastructure that either directly or indirectly affect instruction, learning outcomes, and services within the College of Sequoias campus community. For purposes of above based funding any request that reasonably fits into the above definition will be reviewed by the Technology Committee. The Technology fund will only be used for purchase of software, hardware or directly attached peripheral equipment. Audio visual equipment needed for the support of smart classrooms will be included in the prioritization.”

A. Instructional Faculty Positions – Academic Services:
1. Written rationale for faculty positions is developed in Program Reviews and Annual Updates and addresses the adopted standard.
2. The Budget Committee of College Council determines the minimum number of faculty positions to be hired based on Faculty Obligation Number (FON) data from Academic Services and the State Chancellor’s Office.
3. Supporting documentation from Program Reviews for requested instructional faculty positions will be made available on SharePoint by the Academic Services Office. The Academic Services Office compiles a list of the eligible instructional faculty position requests, including the number of faculty positions to be hired that year, and presents it to the Instructional Council.
4. The Instructional Council prioritizes requests in accordance with Administrative Procedure 3262.
5. The Superintendent/President will present the prioritized list in College Council and ask for additional feedback. He/She will then authorize the hiring of faculty according to the list. Any changes to the list are reported back to the Instructional Council by the Vice President of Academic Services with a clear written rationale for altering the priority.

6. The Vice President of Academic Services will direct the supervising administrator in the Department where the new faculty will report to submit a HR-5 Personnel Request form with Human Resources.

B. Instructional and Non-instructional Faculty Positions – Student Services:
1. Written rationale for faculty positions is developed in Program Reviews and Annual Updates and addresses the adopted standard criteria.
2. The Budget Committee of College Council determines the minimum number of faculty positions to be hired based on Faculty Obligation Number (FON) data from Academic Services and the State Chancellor’s Office.
3. The Vice President of Student Services compiles a list of the requests with all supporting documentation from Program Reviews and Annual Updates for areas requesting positions, including the number of faculty positions to be hired that year.
4. The Student Services Faculty Council prioritizes those requests based on written rationale, addressing criteria developed jointly by administration and the Academic Senate, and on available documentation in Program Reviews and Annual Updates.
5. The Student Services Faculty Council develops a prioritized list based on written rationale, addressing criteria and evidence which is sent to the Superintendent/President.
6. The Vice President of Student Services provides the prioritizations to the Superintendent/President and the Student Services Faculty Council. This will include any positions allocated due to mandates (grants, etc.).
7. If the Vice President of Student Services does not agree with the Student Services Faculty Council recommendations, he/she will present his/her own rankings to the Superintendent/President and the Student Services Faculty Council with a written rationale for the changes.
8. The Superintendent/President will present his/her prioritized list of all instructional and non-instructional instructors in College Council and ask for additional feedback. He/She will then authorize the hiring of faculty according to the list. Any changes to the list are reported back to the Student Services Faculty Council by the Vice President of Student Services with a clearly written rationale for altering the priority.
9. The Vice President of Student Services will direct the supervising administrator of the Department where the new faculty will report to submit a HR-5 Personnel Request form with Human Resources.

C. New Classified Positions – Program Originated:
1. New classified positions are developed in Program Review and Annual Updates.
2. Through a participatory governance process (e.g.: Instructional Council or Student Services Faculty Council), Area Vice Presidents and the President’s Office compile a prioritized list of requests within their area, and develop a written rationale that is based on criteria and evidence.
3. The Superintendent/President will present his/her prioritized list of all classified positions in College Council and ask for additional feedback. He/She will then authorize the hiring of new or changed classified positions according to the list. Any changes to the list are reported back to the area...
Vice Presidents and College Council, with a clearly written rationale for altering the priority. The Area Vice Presidents will report the final list to their constituency groups, and direct the supervising administrator to submit a HR-1 Personnel Request form to Human Resources.

D. New and Changed Classified Positions – Management Originated:
1. Rationale for management-originated new classified positions or changes to classified positions is based on Program Review and Annual Updates.
2. Through a participatory governance process (e.g.: Instructional Council or Student Services General Council), Area Vice Presidents and the President’s Office compile a prioritized list of requests within their area, develop a written rationale that is based on criteria and evidence, and present it at President’s Cabinet for consideration.
3. The Superintendent/President will present his/her prioritized list of all classified positions in College Council and ask for additional feedback. He/She will then authorize the hiring of new or changed classified positions according to the list. Any changes to the list are reported back to the area Vice Presidents and College Council, with a clearly written rationale for altering the priority. The Area Vice Presidents will report the final list to their constituency groups, and direct the supervising administrator to submit a HR-1 Personnel Request form to Human Resources.

E. Budget Augmentations (Supply Budgets, Maintenance Budgets, Equipment Budgets, etc.)
1. Budget augmentations are developed in Program Reviews and Annual Updates.
2. Through a participatory governance process (e.g.: Instructional Council or Student Services General Council), Area Vice Presidents and the President’s Office compile a prioritized list of requests within their area, develop a written rationale that is based on criteria and evidence, which is sent to the Superintendent/President.
3. The Superintendent/President will present his/her prioritized list of all budget augmentation requests in College Council and ask for additional feedback. He/She will then authorize the budget augmentations according to the list. Any changes to the list are reported back to the area Vice Presidents and College Council, with a clearly written rationale for altering the priority, and the Area Vice Presidents will report the final list to their constituency groups.

F. Facility Requests (Remodels, Upgrades, Space Allocations, etc.):
1. Alterations to facilities are developed in Program Reviews and Annual Updates.
2. Through a participatory governance process (e.g.: Instructional Council or Student Services General Council), Area Vice Presidents and the President’s Office compile a prioritized list of requests within their area, develop a written rationale that is based on criteria and evidence, which is sent to the Facilities and Safety Committee.
3. The Facilities and Safety Committee integrates and prioritizes the lists from all areas, based on established criteria, and develops a written rationale to accompany their priorities to the Superintendent/President.
4. The Superintendent/President will present his/her prioritized list of all facility requests in College Council and ask for additional feedback. He/She will then authorize the facility requests according to the list. Any changes to the list are reported back to the area Vice Presidents and College Council, with a clearly written rationale for altering the priority, and the Area Vice Presidents will report the final list to their constituency groups.

G. Non-Instructional Equipment:

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1. Non-instructional equipment requests are developed in Program Reviews and Annual Updates. 
2. Through a participatory governance process (e.g.: Instructional Council or Student Services General Council), Area Vice Presidents and the President’s Office compile a prioritized list of requests within their area, separating out technology requests and develop a written rationale that is based on criteria and evidence. The prioritized lists for Technology requests are sent to the Technology Committee, and non-Technology requests are sent to Management Council. 
3. The Technology Committee prioritizes a list of requests for technology funds which is sent to the Superintendent/President. 
4. The Management Council integrates and prioritizes the lists from all areas, based on established criteria, and develops a written rationale to accompany their priorities to the Superintendent/President. 
5. The Superintendent/President will present his/her prioritized list of all non-instructional equipment in College Council and ask for additional feedback. He/She will then authorize the non-instructional equipment requests according to the list. Any changes to the list are reported back to the area Vice Presidents and College Council, with a clearly written rationale for altering the priority, and the Area Vice Presidents will report the final list to their constituency groups, and direct the appropriate individual to start the requisition process. 

H. Instructional Equipment: 
1. Instructional equipment requests are developed in Program Reviews and Annual Updates. 
2. Through a participatory governance process (e.g.: Instructional Council or Student Services General Council), Vice Presidents of Academic Services, Student Services and the President’s Office compile prioritized lists of all requests within their areas, separating out technology requests and develop a written rationale that is based on criteria and evidence. The prioritized lists for Technology requests are sent to the Technology Committee. 
3. The Technology Committee prioritizes a list of requests for technology funds which is sent to the Superintendent/President. 
4. The Instructional Council integrates and prioritizes the lists for other instructional equipment from Instructional Council, Student Services Faculty Council, and the President’s Office, which is sent to the Superintendent/President. 
5. The Superintendent/President will present his/her prioritized lists for all instructional equipment and technology requests in College Council and ask for additional feedback. He/She will then authorize the instructional equipment and technology requests according to the lists. Any changes to the lists are reported back to the area Vice Presidents and College Council, with a clearly written rationale for altering the priority, and the Area Vice Presidents will report the final list to their constituency groups, and direct the appropriate individual to start the requisition process. 

I. Vocational and Technical Education Act (VTEA) Funds: 
1. The Carl Perkin’s IV Act funding is based on performance core indicator district negotiated levels with the Chancellor’s Office. 
2. Permissible use of VTEA funding will be based on program attainment of negotiated levels in Skill Attainment, Program Completions, Persistence and Non-Traditional Participation and Completions. 
3. Programs will request funding on an annual basis with approval of local advisory committees and performance levels of district negotiated levels for core indicators. 
4. Funding for these requests is determined by the Dean of CTE, prorated on a funds available basis, and the Dean of CTE works with the area supervisor to start the procurement process. 

J. Foundation Funding Requests
1. After the Above Base Funding requests have been evaluated through the Participatory Governance Process and funded through the District’s process as listed above, the President’s Cabinet will prepare and provide the Foundation Board a list of unfunded District priorities.

2. Through its established process of granting funds the Foundation will choose the requests to be funded and inform the President’s Cabinet and the College Council of its priorities.

3. It is recognized that some years the District priorities will be greater than Foundation’s budget for general support. Should this be the case, and the District believes that there is still unmet needs, the District will work with the Foundation to identify a means of such support which could include special campaigns, loans, etc.

4. After District and Foundation funding has occurred, a list of any unfunded District priorities will be given to the Foundation to create a “menu” of opportunities for donors.

5. The Foundation Board determines which requests will be funded and directs the area supervisor to start the procurement process.

Draft –10/08/09
01-14-10 revision
02-20-10 revision
03-10-10 revision
04-13-10 revision
08-02-11 revision
SUBMITTING AND RANKING TENURE TRACK INSTRUCTIONAL FACULTY VACANCIES:

Program Reviews and Annual Updates receiving less than Satisfactory rating from the Institutional Program Review Committee will not be eligible to have any faculty position requests rated for the subsequent academic year.

The following is the procedure for submitting and ranking both new and replacement tenure-track instructional faculty positions:

1. The full-time faculty obligation number (FON) is determined by the State Chancellor’s Office and communicated to the District.
2. Academic Services determines how many positions will be available for the next year in order to maintain the FON for that year.
3. The Instructional Council is informed of the FON and the number of available positions.
4. Academic Divisions submit Program Reviews and Annual Updates in the Fall to the Institutional Program Review Committee. All requests for instructional faculty are to be included in the Program Reviews and Annual Updates.
5. Program Reviews and Annual Update documents will be available on SharePoint to the Instructional Council.
6. Program Reviews and Annual Updates receiving less than Satisfactory rating from the Institutional Program Review Committee will not be eligible to have faculty position requests rated for the subsequent academic year.
7. Rating charts with eligible faculty positions listed will be distributed prior to the Instructional Council meeting where the faculty positions will be ranked.
8. The Instructional Council will discuss instructional faculty requests using data and information included in the Program Reviews and Annual Updates at a specified meeting or meetings. During the discussions, divisions may include other pertinent data for consideration by the Instructional Council. Other pertinent data may be presented by an individual who is not a member of Instructional Council.
9. Voting members of the Instructional Council comprised of Division Chairs and Deans, with no fewer than two faculty to one administrator, compare and rate all submitted requests.
10. Results are immediately calculated by the Academic Services Office and reported back to the Instructional Council during the meeting where the ratings were established.
11. Instructional Council affirms the results and recommends their prioritizations to the Vice President of Academic Services for reporting to the Superintendent/President.
12. If the Vice President of Academic Services does not agree with the Instructional Council recommendations, he/she will present his/her own rankings to the Superintendent/President and the Instructional Council with a written rationale for his/her along with the recommendations from the Instruction Council.
13. The Superintendent/President will present his/her prioritized list of all tenure track faculty positions (both Academic Services and Student Services, both instructional and non-instructional) to College Council and ask for additional feedback. He/She will then authorize the hiring of faculty
according to the FON and his/her prioritized list. Any changes to the list are reported back to Instructional Council by the Vice President of Academic Services.

14. The Vice President of Academic Services will direct the supervising administrator of the Department where the new faculty will report to submit a HR-5 Personnel Request form with Human Resources.

References:
Draft –10/08/10 –
revise 01-12-10,
Revise 03/01/10,
revise 04/13/10
Revised 07/21/2011
SUBMITTING AND RANKING TENURE TRACK STUDENT SERVICES INSTRUCTIONAL AND NON-INSTRUCTIONAL FACULTY VACANCIES:

Program Reviews and Annual Updates receiving less than Satisfactory rating from the Institutional Program Review Committee will not be eligible to have any faculty position requests rated for the subsequent academic year.

The following is the procedure for submitting and ranking requests for both new and replacement tenure-track, instructional and non-instructional Student Services faculty positions:

The full-time faculty obligation number (FON) is determined by the State Chancellor’s Office and communicated to the District.

1. The Office of Academic Services determines how many positions will be available for the next year in order to maintain the FON for that year.

2. The Student Services Faculty Council is informed of the FON and the total number of faculty positions available.

3. Written rationale for Student Services instructional and non-instructional faculty positions is developed in Program Reviews and Annual Updates and addresses the adopted standard criteria as outlined in the Criteria for Faculty Replacement document that is part of Program Review. Departments/Programs requesting more than one instructional, and/or more than one non-instructional, position(s) indicate which position(s) is their #1 priority, #2 priority, and so on. The Vice President of Student Services compiles a list of the requests with all supporting documentation from Program Reviews and Annual Updates for areas requesting positions, including the number of faculty positions to be hired that year.

4. All Program Reviews and Annual Update documents in which Student Services instructional and non-instructional faculty positions are requested will be available on SharePoint to the Student Services Faculty Council.

5. All requests for counseling faculty that are to be assigned to a division outside of counseling (ie: Athletics, Agriculture) must be submitted and ranked by the Student Services Faculty Council.

6. Program Reviews and Annual Updates receiving less than Satisfactory rating from the Institutional Program Review Committee will not be eligible to have Student Services faculty position requests rated for the subsequent academic year.

7. All Student Services faculty within the division rank all instructional and non-instructional faculty positions requested and forward these rankings to the Vice President of Student Services.
8. The Vice President of Student Services compiles all requests for Student Services faculty positions with all supporting documentation from Program Reviews and Annual Updates, including the number of faculty positions to be hired that year as well as both department and division rank, into two lists (one for instructional positions and the other for non-instructional positions).

9. Two rating charts (one for instructional positions and the other for non-instructional positions) listing all eligible Student Services faculty positions with their corresponding department and division rank will be distributed prior to the Student Services Faculty Council meeting where the faculty positions will be ranked.

10. The Student Services Faculty Council will discuss faculty requests using data and information included in the Program Reviews and Annual Updates at a specified meeting or meetings. During the discussions, departments requesting Student Services faculty positions may provide other pertinent data for consideration by the Student Services Faculty Council. Other pertinent data may be presented by an individual who is not a member of Student Services Faculty Council.

11. Voting members of the Student Services Faculty Council shall compare and rate all submitted requests for instructional positions separately from requests for non-instructional positions. The Student Services Faculty Council voting members shall consist of:
   • Vice President of Student Services
   • Dean of Counseling and Matriculation
   • Associate Dean of Student Services
   • Health Center Coordinator
   • DRC Faculty Member
   • EOPS/CARE/CalWORKs/WIA Counselor
   • FYE Counselor
   • General Counselor
   • Division Chair

Non-voting members shall include:
   • One Academic Services Dean
   • One Academic Services Division Chair

All voting faculty must be full-time. Faculty will be selected by the department faculty with agreement from the department administrator.

A proxy may be sent if the appointed council member is unavailable to attend. The proxy must have written proof that they have permission to vote on behalf of the council member.

12. Results are immediately calculated by Student Services support staff and reported back to the Student Services Faculty Council during the meeting where the ratings were established.

13. Student Services Faculty Council combines both sets of results into one prioritized list including both instructional and non-instructional positions, affirms the results, and recommends their prioritizations to the Vice President of Student Services for reporting to the Superintendent/President.
14. If the Vice President of Student Services does not agree with the Student Services Faculty Council recommendations, he/she will present his/her own rankings to the Superintendent/President and the Student Services Faculty Council with a written rationale for the changes.

15. The Vice President of Student Services provides written commentary on the prioritizations to the Superintendent/President and the Student Services Faculty Council. This will include any positions allocated due to mandates (grants, etc.). While lower-ranked positions may be funded by sources other than the general fund (categorical programs, grants, etc.), this will not result in any changes to rankings (For example, if a position ranked #5 is ultimately funded because there are non-general funds available to support it, this will not reduce or eliminate the chances of the top-ranked position being funded by general funds.).

16. The Superintendent/President will present his/her prioritized list of all tenure track faculty positions (both Academic Services and Student Services, both instructional and non-instructional) to College Council and ask for additional feedback. He/She will then authorize the hiring of faculty according to the FON and his/her prioritized list. Any changes to the list are reported back to the Student Services Faculty Council by the Vice President of Student Services.

17. The Vice President of Student Services will direct the supervising administrator of the Department where the new faculty will report to submit a HR-5 Personnel Request form with Human Resources.

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Revised 08/02/2011