

College of the Sequoias
Physical Therapist Assistant Program
FACULTY HANDBOOK

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COLLEGE OF THE SEQUOIAS
PTA Program

INTRODUCTION

This handbook has been developed to provide a common source of information concerning the College of the Sequoias Physical Therapist Assistant (PTA) program philosophies, policies, procedures, and functions. The handbook serves as an informational tool which should be used in conjunction with other sources of information to enhance and facilitate the effectiveness of this program.

All faculty members should be familiar with the California Board of Physical Therapy Law regulations and Guidelines regarding the practice for the PTA scope of work, the College of the Sequoias Catalog, the College of the Sequoias Faculty Handbook, the College of the Sequoias PTA Student Handbook, and the Policy and Procedure manual of the COS PTA Program.

Policies are developed to guide action in dynamic situations. They undergo revision as needed in the PTA Committee meetings, which reviews existing policies and develops new ones for faculty approval as the need arises. Contributions of ideas and suggestions are solicited by the Committee in an effort to maintain effective guides for faculty in teaching in this program.

PTA curriculum is dynamic. Evaluation and revision are systematically accomplished by the individual instructor, the faculty team, and the PTA Committee. At the end of each semester the curriculum is evaluated by students and faculty. Suggested changes are developed and discussed by faculty and are presented to full faculty for review prior to implementation.

MISSION OF THE COLLEGE

The PTA Division adopts and supports the College of Sequoia's mission statement as follows:

- *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.*

Adopted by the Board of Trustees on May 14, 2007

- *"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."*

PTA PROGRAM PHILOSOPHY

Philosophy-What we believe

The COS PTA program philosophy is congruent with the Chancellor's office of the California State Community Colleges in addition to the College of the Sequoias in providing the "first steps to success" in regards to education that leads to employment.

COS and the faculty of the PTA program work from the educational philosophy of cognitive processing and practical skill instruction adapted to various learning styles. The program also acknowledges the importance of student focused learning that is reflected in the student learning outcomes where the faculty will make every effort to design a curriculum that engages the students on the auditory, visual, and tactile levels. According to Aristotle (384-322 B.C.), "Anything that we have to learn to do, we learn by the actual doing of it."

We are convinced that physical therapy is an important part of the health care team and that education of the PTA requires a systematic approach to cognitive, psychomotor and affective domains. Cognitive Reasoning theory and Gross' model of staged self directed learning provide the frame work for our curriculum. Cognitive theory describes the development of self efficacy by creating learning opportunities that provide guided expectations and developing assessment and feedback mechanisms. Gross' model of staged self directed learning outlines four progressive steps. Stage 1 includes dependence on authority figures; stage 2 involves students who seek a motivator or guide to inspire full goal setting and learning strategies; stage 3 find students intently involved in the learning process but needing a facilitator to participate as equals; Stage 4 have achieved competence and seek a consultant as needed.

The program learning environments are varied and are designed to meet the educational needs of the students. Lecture and instructional activities, skills laboratories, clinical affiliations, and independent and group projects are integrated into the curriculum and strive to help students develop their academic, technical, interpersonal and leadership skills. Providing opportunities to develop the qualities of compassion and motivation are necessary to be an effective health care provider.

Learning environments are student oriented and adapted to different styles of learning with the realization that students learn at different rates. We support learner centered approaches in the classroom and clinics that are linked to the developmental process. We utilize varied teaching/learning strategies and instructional technology to maximize opportunities for all students. We promote interprofessional and intraprofessional education and interaction. Lifelong learning, cultural competence and research based interventions are integrated into the curriculum. We promote involvement in the APTA, community service, and governmental regulatory policies and procedures.

Conceptual Framework

Role of educator-Who we are

Our faculty is well versed in the different learning styles as well as the multiple intelligences. We have a plan to develop our teaching abilities. It is not enough for us to be competent clinicians but also to be effective classroom instructors. We are committed to summative and cumulative assessment. We want to be a resource to our students and a professional role model. Our goal as educators is to establish a curriculum that gives them the tools to critically think and work as a PTA under the supervision of a PT.

The program faculty provides positive role models in an environment which emphasizes the need for continued professional development in order to further enhance one's knowledge and clinical skills. Professional attitudes and a commitment to serve the community and profession are stressed in class and through participation in local, state and national associations as well as participation in other community health related events.

Clinical Education Philosophy-How we teach

Our philosophy is that the clinical affiliations should be a challenging and supported experience where the student can develop their skills within a real-world context. Some students may have had a considerable experience as volunteers or physical therapy aides; others will have had little hands on experience and may be very new to the field. All students will be encouraged to examine their own needs and abilities and to take an active role in creating a relevant learning experience. The clinical education experience is the arena for students to display their newfound standards of ethical conduct and demonstrate the safe implementation of physical therapy procedures. If these criteria are met, the student will successfully complete their clinical education component. Goal setting and learning opportunities have been developed by a team of clinical and academic instructors. Partnerships with clinical sites often serve as future employers as well as community support of the program. Clinical sites also offer awareness of social responsibility, develop interview skills and start long range career planning.

Scope of practice-What we teach

What we teach needs to be clear. The goal of our program is that our students and faculty clearly understand the scope of work for the PTA and believe they are valuable member of the health care team. The purpose of the PTA treatment is to follow the plan of care as outlined by the PT, assess the outcome of that treatment, and to know when and how to progress the treatment. PTA interventions include communication, collaboration, documentation, and assessment to see how a patient responded to the intervention. (pg 84-85 in The Normative Model i.e. making a value judgment regarding the response to the intervention)

The first question a PTA should ask is "What am I going to do with this patient? What has the PT asked me to do? Do I have the information I need to follow through on the treatment I have been asked to complete?" The PTA should read the chart starting from the plan of care. The focus for the PTA should be to improve the plan of care, and then determine what test and measurements are needed to determine if the interventions are still indicated and safe.

The primary goal for PTA is to complete the PT intervention. Our philosophy includes the clear guideline that PTA's do not practice physical therapy. Our students will be able to provide safe and ethical physical therapy services under the direction and supervision of a physical therapist.

We eagerly await the opportunity to prepare our students to be exemplary physical therapist assistants who are excellent employees in our economic region.

Physical Therapy- What we are

Physical Therapy is an art and applied science that synthesizes the elements of knowledge, caring and skills to assist the client. The concept of "client" includes individuals, families, groups, and communities. The role of the PTA is to join with the client to promote adaptation to altered functional status on the health-illness continuum. Physical Therapy is a theory based discipline in which PTA's use cognitive, psychomotor, and affective skills to promote, maintain, and/or restore wellness and prevent disease. The PTA process is a problem-solving process that requires the use of decision-making, clinical judgment, and other critical thinking skills to assess, identify and prioritize client problems, to provide treatments with measurable outcomes, to follow the plan care systematically, and to implement and evaluate the results of the treatment given. The PTA functions in a role of provider of care, teacher and communicator. The PTA scope of work also includes being a member of multidisciplinary healthcare team.

Physical Therapy Assistant Education occurs at various levels within institutions of higher learning and involves the student, instructor, and environment in a dynamic process to prepare graduates of the PTA program. Associate degree PTA education represents the entry level of Physical Therapist Assistant and the College of the Sequoias' PTA faculty encourages graduates to continue their education as lifelong learners. Students are individuals who have different backgrounds, goals, and learning styles. College of the Sequoias' students are characterized by their cultural and ethnic diversity, differences in age and life experiences, support systems, economic and educational resources, and this diversity must be addressed in order to support their educational process. Students must transfer knowledge from the social, biological and physical sciences into the application of the PTA practice in a variety of settings. Principles of teaching and learning are applied to assist students to meet their educational goals. PTA education course content progresses from basic to complex client care and from normal to abnormal in order to provide a foundation for further learning. The complexity of a concept can be reflected in both depth and breadth. Faculty function as educators, facilitators, resource persons, and role models to promote an environment that provides students with opportunities to experience interactive, theoretical, and hands-on learning that prepares them for competent PTA practice.

Curriculum Design

Curriculum /Course Description and Schedule-When we teach

We believe that we have structured a program and content that trains a PTA student to think and act like a PTA. Our curriculum is based on the four stages of self directed learning. Stage one requires dependence on authority figures, which encompasses our pre-requisites and first semester of classes.

Bio 30, Anatomy, Bio 31 Physiology, PTA 121, Fundamentals for the PTA, PTA 125 Basic Principles of Patient Care, PTA 128 Kinesiology, PTA 131 Physics for the PTA are courses based on the faculty giving student oriented material from an expert in the field. These classes all cover the basic sciences and skills needed by a PTA as well as establish the foundation for working as a team member and yet being responsible for attendance and completing assignments on time.

Stage two of this learning model is where the learner seeks a motivator to guide them and expose them to different learning strategies. This phase of the education plan encompasses the second semester in the curriculum which includes **PTA 130 Physical Agents and Modalities, PTA 139 Pathology, PTA 140 Administration, PTA 148 Orthopedics, PTA 150 Clinical Education I**, which is the student's first clinical experience. PTA 130, 139, 140, 148, 150 require the further development of critical thinking skills as the basic science of physics is applied to the modalities and interventions to be carried out by a PTA student. The clinical affiliation allows the student exposure to real patients under the supervision of a physical therapist.

The series of classes offered during the third semester reflect the third stage of learning where intense learning and critical thinking are further developed but need a facilitator to direct them. **PTA 145 Neurorehabilitation, PTA 152 Cardiopulmonary, PTA 155 Therapeutic Exercise** are the classes where applications of PTA interventions are applied to various patient scenarios. Critical thinking, communication skills, professional behaviors are modeled and begin to occur on various levels as the PTA students are involved in their most rigorous academic semester. These classes also require the most amount of time spent in lab developing their psychomotor skills needed to treat patients under the supervision of a physical therapist.

The final phase of the program, the fourth semester, is spent in full time clinical affiliations under the direct supervision of the CI's and managed by the ACCE (Academic Coordinator Clinical Education). **PTA 160 Clinical Education II, PTA 161 Clinical Education III** total 13 weeks of a 40/hour week of direct patient care. This constitutes the cumulative experience where critical thinking, psychomotor technical skills, communication and professional behaviors are developed to the entry level for a PTA. **PTA 170** is a weeklong seminar course so that the student is allowed to debrief as well as develop a study plan for the state board test and lifelong learning plan.

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-22 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. PTA 150 is full time 40 hours for 4 weeks integrated at the end of the second semester. PTA 160 and PTA 161 are full time 40 hours for 6 and 7 weeks courses during the fourth semester.

Pre-Program	1 Semester	2 Semester	3 Semester	4 Semester
BIO 30-Anatomy	PTA 121-Fundamentals for the PTA – 2 units	PTA 130-Physical Agents and Modalities 3-units	PTA 145-Neuro Rehabilitation 3-units	PTA 160-Clinical Affiliation 5-units
BIO 31-Physiology	PTA 125-Basic Principles of Patient Care 3-units	PTA 148-Orthopedics 3-units	PTA 152-Cardiopulmonary 3 units	PTA 161- Clinical Affiliation 6-units
English 1 (recommended)	PTA 128-Kinesiology 3-units	PTA 139 Pathology 2-units	PTA 155-Therapeutic Exercise 4-units	PTA 170-Seminar 1-unit
Math 230 (recommended)	PTA 131-Physics for PTA's 1-unit	PTA 150-Clinical Affiliation 3-units		Elective GE Requirements

COURSE DESCRIPTIONS

PTA 121-Introduction to Physical Therapy (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, electro-therapy, 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-PTA Pathology (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 140 Administration for PTA (Lecture) 2 Units

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

PTA 145-Neurorehabilitation for the Physical Therapist Assistant (Lecture/Lab) 3 Units

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

PTA 148-Orthopedic Management (Lecture/lab) 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 3 units

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, transfers, 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.

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 Education II (Lab) 5 Units

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 ACCE.

PTA 161-Clinical Education III (Lab) 6 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. Grade- Pass/No Pass.

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.

PTA Faculty and PT Professional Roles

The COS PTA Faculty are PT/PTA's who agree with and adhere to the professional established by the Code of Ethics by the American Physical Therapy Association.

APTA Code of Ethics

PREAMBLE

This Code of Ethics of the American Physical Therapy Association sets forth principles for the ethical practice of physical therapy. All physical therapists are responsible for maintaining and promoting ethical practice. To this end, the physical therapist shall act in the best interest of the patient/client. This Code of Ethics shall be binding on all physical therapists.

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

PRINCIPLE 2: A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

PRINCIPLE 3: A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

PRINCIPLE 4: A physical therapist shall exercise sound professional judgment.

PRINCIPLE 5: A physical therapist shall achieve and maintain professional competence.

PRINCIPLE 6: A physical therapist shall maintain and promote high standards for physical therapy practice, education, and research.

PRINCIPLE 7: A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

PRINCIPLE 8: A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

PRINCIPLE 9: A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

PRINCIPLE 10: A physical therapist shall endeavor to address the health needs of society.

PRINCIPLE 11: A physical therapist shall respect the rights, knowledge, and skills of colleagues and other health care professionals.

(See also Ethics and Judicial Committee document Guide for Professional Conduct)

DESCRIPTION OF FACULTY ROLES

Faculty members in the PTA program of the Division of Nursing and Allied Health must meet all criteria stated for faculty in the rules and regulations of the California PTA Practice Act. Qualifications for faculty roles are determined by the Accreditation Commission on Physical Therapy Education (CAPTE).

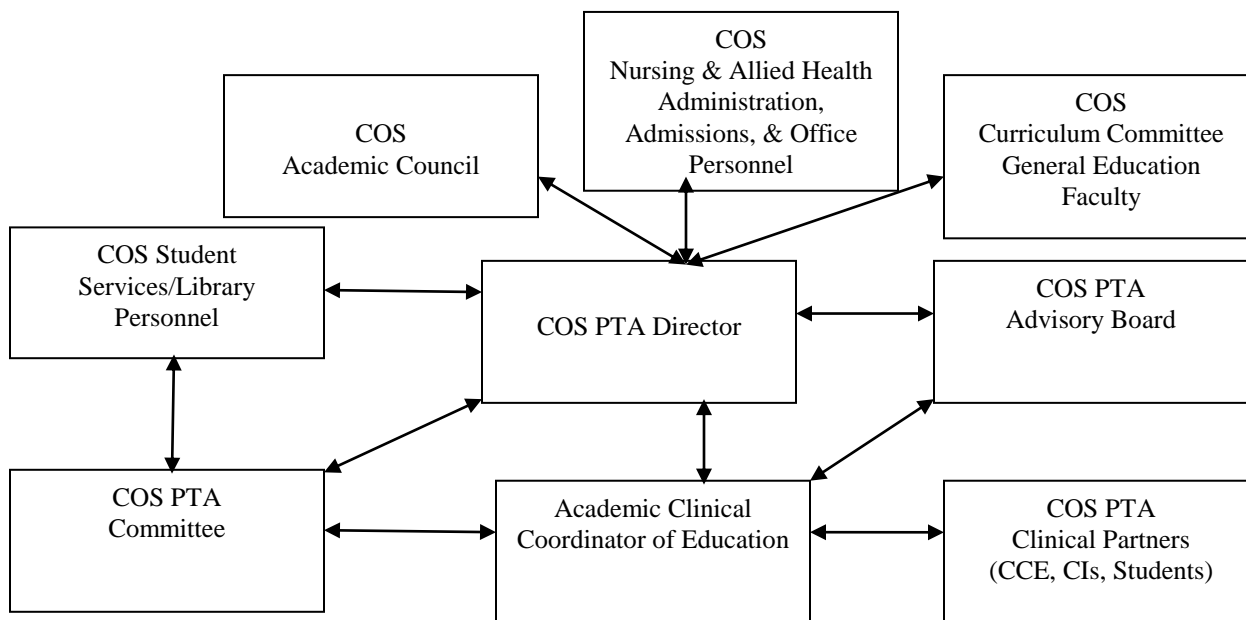
It is assumed that all members of the PTA faculty will:

1. Support the philosophy of the College of the Sequoias and of the PTA program.
2. Maintain and enhance the integrity of the PTA and Allied Health Division by assuming a responsible role on campus, in clinical application and involvement in the community.
3. Enhance student opportunity for learning, growth, and development.
4. Serve as a role model for PT/PTA practice.
5. Support the group process for the Division. Decisions will be made as much as possible through group process and defined committee responsibilities and these decisions will then be implemented by all faculty members.
6. Maintain communications with the Program Director and within the faculty team.

Organizational Chart

COS PTA Organizational Chart

Illustrates the directional flow of information for the PTA program and is part of the COS PTA Policy and Procedure Manual.



PTA DIRECTOR JOB DESCRIPTION

QUALIFICATIONS

Qualifications include licensure in California as a PT or PTA; a Master's or higher degree from an accredited college or university; a minimum of one year experience in an administrative position; a minimum of two years of teaching in pre or post licensure PT/PTA programs, and at least one year of experience as a PT/PTA providing patient care.

JOB SUMMARY

The Director coordinates and directs the development of the PTA program. The Director is responsible to the students to facilitate an atmosphere of learning which encourages each student to succeed at his or her maximum potential; to the faculty to promote an atmosphere which encourages academic freedom and development of the full potential of each instructor; to the college to develop and maintain policies harmonious with college policies and philosophy; and to the community to best utilize district resources for the education of PTAs who are prepared to give safe and effective patient care.

RESPONSIBLE TO

Dean, Nursing, Allied Health

SPECIFIC DUTIES

Promote and coordinate the development and implementation of:

1. PTA curriculum that meets the CAPTE requirements and as well as the meets needs of students, faculty, and community.
2. PTA course and program evaluations.
3. Instructor evaluations and professional growth.
4. Program policies and procedures.
5. Student recruitment.
6. Orientation of new staff members.
7. Coordinates all aspects of the PTA program.
8. Assists in the recruitment and assignment of instructors.
9. Assists in the development, location, and assignment of classroom facilities/equipment.
10. Directs in the preparation, implementation, and supervision of the Division budget.
11. Counsels PTA students.
12. Prepares PTA program research and reports, including grant applications.
13. Maintains appropriate liaison with support staff, counselors, clinical agencies and the community.
14. Maintains a current knowledge of professional licensure and laws relating to the practice of PT/PTA and interprets such to staff.
15. Represents the PTA programs and college through appropriate committee participation.
16. Maintains appropriate communications with the college administration and the Board of Trustees.
17. Serves as the liaison officer for the PTA program and the community
18. Directs and supervises activities and reports for state and local agencies requiring special accreditation for the health professional.
19. Prepares schedule of classes and clinical assignments.
20. Supervises maintenance of student records as required by state regulations and preparation of students for licensure examinations as appropriate.
21. Holds primary responsibility for the preparation of accreditation reports and the activities associated with accreditation visits.
22. Identifies and recommends needed human, fiscal and material resources required for the instructional process.
23. Performs other duties as assigned by Dean, Nursing, and Allied Health.

Director of Clinical Education (DCE)

QUALIFICATIONS

Qualifications include a Master's or higher degree from an accredited college or university which includes course work in Physical Therapy, education, or administration, at least five year's experience as a Physical Therapist/PTA providing direct patient care as well as in direct supervisory role as a clinical instructor (CI).

JOB SUMMARY

The ACCE is knowledgeable and current regarding the division's programs, policies and the procedures by which they are administered. The ACCE will perform the duties of the Director in the absence of the Director. Perform necessary duties to maintain the clinical contracts as well as assign and supervise students in the clinical education aspect of the PTA program. Will be an active participant in the NCCEC (Northern California Clinical Education Consortium).

RESPONSIBLE TO

PTA Program Director

SPECIFIC DUTIES

Under the supervision and guidance of the Director, the DCE has the following duties:

1. Assumes responsibilities for the PTA Program in the Director's absence in accordance with APTA rules and regulations.
2. Serves as a member of PTA committee.
3. Acts as alternate for the Director in attending Director's meetings.
4. Assists with faculty meetings.
5. Works with faculty members to determine clear expectations of skills prior to clinical education.
6. Planning and coordinating clinical placement for faculty and students.
7. Oversees all aspects of Clinical Education- including making assignments and confirming that students are safe prior to engaging in clinical education.
8. Assists with required CAPTE reports.
9. Coordinates continuing education units for classes provided by the division for CI.

Note: In the event that there is a prolonged absence by the Director, the Assistant Director will assume a primary leadership role.

- DCE will plan, develop, implement, and coordinate for all clinical instruction and evaluation of students.
- DCE will take the responsibility of becoming oriented to the policies, practices and services of each clinical agency being utilized before taking students to said agencies.
- DCE will provide the agency with a course outline and student assignment schedule prior to the beginning of each semester (which can be revised in instances where conflicts with patient care exist).
- DCE and faculty will be responsible for maintaining current knowledge in observing the policies and regulations of both the college and the clinical agency as they apply to clinical instruction.
- DCE will be available to serve as resource persons to Clinical Instructors in matters contributing to the quality of patient care.
- DCE will attempt to resolve any problems which may arise with agency personnel related to student instruction/supervision. If further discussion is warranted, the DCE and PTA Program Director will meet with Clinical Instructor. The college is responsible to assure that students assigned to an agency for clinical instruction meet both college and agency standards/requirements and have the academic ability to profit from the experience.

PTA FACULTY

QUALIFICATIONS

Licensure in California as a PT or PTA, a baccalaureate degree in or Master's or higher degree from an accredited college or university; at least one year of experience as PT/PTA providing direct patient care; and completion of at least one year of experience teaching courses related to PT/PTA.

JOB SUMMARY

The primary role of the PTA instructor is to assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. Instructors are encouraged to develop and implement their own teaching strategies as long as they utilize accepted theories of learning. Teacher creativity should allow responsiveness to varied student needs and styles of learning and allow all students to actively participate in the learning process.

RESPONSIBLE TO

PTA Program Director

SPECIFIC DUTIES

1. Serve as a role model for students by remaining current in PT skills and knowledge and maintains a professional approach including appearance, interpersonal relationships, and legal and ethical responsibilities.
2. Prepare and deliver theory material that demonstrates:
 - a. knowledge of subject matter
 - b. relationship to course objectives
 - c. effectiveness measured by but not limited to student testing and evaluation.
3. Instruct and supervise students in the laboratory setting, demonstrating:
 - a. knowledge and competence in clinical practice.
 - b. utilization of curriculum objectives in planning student assignments.
 - c. clinical practice that is in harmony with the clinical facilities, policies and procedures, and facilitates quality patient care, optimum student learning, and harmonious college-hospital relationships.
 - d. determine clear expectations of skills prior to clinical education; develop and update Lab Skill Checks
 - e. determine pass/fail grade on lab practical; assist DCE in determining readiness for clinical education
4. Maintain up to date records regarding grades, clinical performance, and attendance.
5. Be available on a regular basis for appointments with students to meet individual learning or counseling needs.
6. Conform to PTA Program policies on anecdotal records and evaluations.
7. Participates in course and curriculum development, evaluation and revision, and program policy formation and revision.
8. Participate in faculty activities and attend faculty meetings.
9. Support PTA program and college philosophies and promote positive interdepartmental relationships at the campus level.
10. Participate in ongoing self evaluation including regular semester evaluation by students and self evaluation as required by college policy.
11. Make every attempt to carefully grade and return assigned written work within one week after the due date.
12. Make effort to care for and maintain order of the assigned classroom; stores and maintains all equipment utilized in the classroom.
13. Conform with the responsibilities as outlined in the College of the Sequoias faculty handbook.
14. Participate in the PTA Pinning ceremony in the spring semester.

ADJUNCT FACULTY ROLE

1. Adjunct PTA instructors will:
 - a. Hold a current license as a PT or PTA in State of California.
 - b. Follow the hiring procedures as set forth by both the college and the Allied Health Division.
 - c. Participate in new faculty orientation activities and complete the orientation Checklist.
 - d. Be held to the same level of accountability as full-time instructors.
 - e. Adhere to all PTA Program policies and procedures, as well as all applicable college-wide policies and procedures.
 - f. determine clear expectations of skills prior to clinical education; develop and update Lab Skill Checks
 - g. determine pass/fail grade on lab practical; assist DCE in determining readiness for clinical education
 - h. Attend and participate in one PTA faculty meeting per semester.
 - i. Be evaluated according to the established COS adjunct faculty evaluation process.
2. Adjunct instructors will be supervised by the Program Director who is available to meet on a regular basis.

STUDENT-FACULTY RATIOS IN THE LABORATORY SETTING

The student-teacher ratio for the laboratory setting is maintained at 13:1. This provides for:

- individual instruction, observation and supervision of students
- more readily achievable instructional objectives
- more frequent opportunities for student-teacher dialogue/feedback regarding how the student is meeting the objectives
- maximum utilization of the resources in the clinical setting
- determine clear expectations of skills prior to clinical education; develop and update Lab Skill Checks
- determine pass/fail grade on lab practical; assist DCE in determining readiness for clinical education

EVALUATION FORMS

Each student and faculty member will evaluate the class and laboratory setting and submit the completed form(s) to the PTA Program. Problems identified during the evaluation process will be discussed with faculty personnel and with the PTA Program director, with the expectation of ongoing program improvement.

OPEN SKILLS LABORATORY/PTA 400

The PTA program maintains a fully-equipped, open Skills Lab for student and faculty use throughout the semester. Skills Lab operations are coordinated by a faculty member serving as the Skills Lab Coordinator. Regular hours are set and are considered positive attendance, which means students must sign in when attending.

FACULTY ABSENCE

1. When an instructor must be absent from lecture or lab assignments, the instructor will follow this procedure:
 - a. Notify the PTA program Director and Secretary of the absence.
 - b. Notify other faculty members when appropriate (i.e. to arrange for coverage, to rearrange theory classes, or to reschedule classes where possible).
 - c. Complete a COS absence form upon returning to work.
2. This procedure applies to both full-time and adjunct instructors.

INFORMING STUDENTS OF PROGRAM CHANGES

Policies and procedures are communicated to students by means of the PTA 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 entering the program.

Changes in the PTA program, policies, and procedures will be announced to each class by the PTA instructors and copies describing such changes will either be distributed to each student individually or posted on bulletin boards in the PTA classrooms and outside the PTA office as well as posted on the website, www.cos.edu/pta. Instructors and the PTA Program director will be available to answer questions regarding any changes.

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.

STUDENT ACCOUNTABILITY AND COMMITMENT

The California Physical Therapy Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. Each PTA student is legally accountable to the level of her/his preparation and does not function under the licensure of another PTA. Accountability is the quality or state of being responsible and answerable for one's decisions, actions, and behaviors. They are legally and ethically responsible for any failure to act in a safe and prudent manner. Student PTAs have the right to perform a broad range of dependent and independent functions. Enjoying this privilege means that they also assume legal and ethical responsibility for safe and effective performance at all times. Scope of work been developed by professional organizations, which serve as guidelines in maintaining quality practice. For the COS PTA student, accountability means that she/he will be, at all times, willing to learn and work PTA with commitment and with personal integrity. It means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires PTA knowledge and skills, she/he will assume responsibilities and develop competencies which will shape her/his attitude of caring. This attitude of caring and of being accountable develops as the student becomes sensitive to the ethical and legal implications of PTA work. In Physical Therapy, we all share a common goal of providing the highest quality of care to all individuals entrusted to our care. To successfully achieve this goal, the student should be dedicated to the following actions:

1. Sharing ideas, learning experiences, and knowledge, upholding the philosophies and policies of the college, the PTA program, the clinical affiliations within which the student practices, and the California Board of Physical Therapy.
2. Maintaining the highest ideals, morals, personal integrity, and ethics possible,
3. Making a commitment to being fully accountable, responsible, and answerable for her/his academic and clinical decisions, actions, and behaviors.

In being dedicated and committed to practicing the principles of accountability, the COS PTA student can have the personal satisfaction of knowing that she/he is doing everything possible to promote trustworthiness in both conduct and actions.

CLINICAL CONDUCT

PTA students must always:

1. Be prepared for clinical assignments.
2. Consider all client/family information as strictly confidential. Such information shall not be discussed with anyone except instructors, peers, and significant hospital personnel.
3. Submit reports on patients to instructors using patient initials only, never the patient's full name.
4. Remove the name of the patient from copies of documents used in conjunction with learning activities.
5. Consult with the instructor if the student believes that circumstances regarding the patient will interfere with giving effective care (e.g., personal friend, family member).
6. Maintain a professional attitude at all times when caring for patients.
7. Communicate any criticism of an agency, an individual, or an instructor to the Director of the PTA Program, and refrain from critical discussion outside the school or with other students.
8. Be honest at all times. A student who would cheat on a test ultimately is cheating patients. A student who is less than completely honest in the clinical area jeopardizes patient safety and is subject to termination from the PTA program.
9. Be responsible for his/her own learning, and help promote an atmosphere which facilitates maximum learning for his/her classmates. A student will not obstruct the learning process of others by causing undue anxiety for any reason, including monopolizing instructor's time.
10. Conduct himself/herself at all times in a ethical manner.
11. Seek necessary patient referral (with instructor approval) to help solve patient's social problems.
12. Be responsible for reading and familiarizing self with printed college and PTA program policies and procedures.

PTA students are held to the same standards of ethical conduct as those rendered by the graduate PTA. Standards of ethical conduct of PTA are defined in APTA guidelines for PTA. Every person has the right to expect competent care even when such care is provided by a student as part of clinical training. The instructor will be the ultimate authority to judge student performance in the clinical setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, clinical performance, and patient safety.

A student may be refused access to any clinical facility for infractions of facility rules and regulations. A student involved in an adverse occurrence which causes or has the potential of causing serious harm to another (patient, staff, visitor, other student, etc.) may be asked to withdraw from the program. Such an event will be documented on the "Critical Incident" form and in the student's Clinical Performance Instrument (CPI). The instructor will complete a facility incident report/form as required by the clinical agency.

IMAGE OF THE PTA STUDENT

Dress Code

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. During lab sessions on campus, COS shorts, PTA t-shirts and sport bras (as appropriate) The Dress Code provides for an effective learning environment and promotes the safety of students and their patients or 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 and professionally attired as they would in the work environment. Attire should not be visually distracting to others, nor 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 that is not neat clear or impedes with patient care

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 pin, 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 (unless made to be left out)
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 (3 B's)

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.

PROFESSIONAL BEHAVIORS

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.

Failure to Meet These Standards

If, in the estimation of the Program Director, DCE, PTA Program Faculty or Clinical Instructors (CI), the student fails to maintain these standards, the student will be counseled and may be sent home from a course or clinical setting and charged with a absence. Continued violations of this policy can result in course or clinical failure.

STUDENT ACTIVITIES

Student Involvement

Students who wish to do so are invited to join appropriate student PTA organizations. Students are encouraged to participate in both class and area chapter activities as student members of APTA. Opportunities exist for students to participate in PTA Program committee meeting regarding the guidelines of effective educational programs. Students are also encouraged to participate in college and community organizations, clubs, and activities as much as possible.

Outside Activities

Students are encouraged to limit outside jobs during the school year, and are responsible for ensuring that the job does not interfere with their student responsibilities. Students who plan to work part time are encouraged to work in a health care setting for added experience. All students are strongly encouraged to seek health care employment in the summer time. A student may not work from 11 p.m. to 7 a.m. *or any portion of the shift* on a night before a clinical assignment. A student's work hours must not interfere with required school attendance. No exceptions will be made.

Student to Instructor Communication

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.

GUIDELINES TO PREVENT TRANSMISSION OF INFECTIOUS DISEASE

The management of issues related to infectious diseases in Allied Health programs 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 practice as a PTA.
 - 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 patients with blood-borne disease, blood and body fluid precautions should be consistently used for all patients. 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.
8. Do not recap or manipulate needles in any way.
9. Treat all linen soiled with blood/body secretions as potentially infectious.
10. Process all laboratory specimens as potentially infectious.
11. Follow agency policy regarding resuscitation during respiratory arrest.

A significant occupational exposure is defined as:

- A needle stick or cut caused by a needle or sharp that was actually or potentially 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/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 ACCE.
 - 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.

A copy of the accidental exposure form is located in the Appendix.

HEPATITIS B VACCINATION

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

Students are required to:

1. Present documentation of a completed HBV immunization series --OR-- an HBV immunization series in progress prior to clinical contact with patients.
2. Students who present documentation of HBV series in progress must validate completion of the series within the length of time prescribed by the manufacturer.
3. Students demonstrating positive HBV titers are exempt from this requirement. The student is responsible for presenting evidence of the titer level.
4. 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 Division secretary).
5. 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.
6. See Guidelines to Prevent Transmission of Infectious Diseases for definition of exposure incident and the procedure following exposure.

PREVENTION OF TRANSMISSION OF HIV/AIDS

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:

1. The same policy should apply to students, faculty, or staff except where statutes regulate employment or other relationships.
2. Inquiry into HIV status is not part of the student application process.
3. Schools should inform students of potential infectious hazards inherent in health education programs, including those that might pose additional risks to the health of HIV positive persons.
4. Qualified individuals cannot/will not be denied admission to the PTA program on the basis of HIV status.

GUIDELINES:

Guidelines for Prevention of HIV include the following:

1. 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.
2. Students will receive written and verbal information and instructions on universal precautions in accordance with CDC guidelines. (See Guidelines to Prevent Transmission of Disease).
3. 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 Positive Clients include the following:

1. 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.
2. Students and faculty will follow rules of confidentiality and individual rights which apply to all clients.

Guidelines for Exposure to HIV include the following:

1. See Guidelines to Prevent Transmission of Infectious Diseases regarding infection control precautions and procedures following exposure.
2. 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.
3. If exposure occurs, counseling will be provided by appropriate personnel through the COS Student Health Service.

CLINICAL INJURY OR ILLNESS

When a student receives an injury or becomes acutely ill in the clinical laboratory setting, the Clinical Instructor or designated responsible party shall be notified.

Instructor Responsibility: A determination shall be made if the student is in need of referral to one or more of the following:

1. Emergency Room: used for treating injuries/illnesses requiring immediate assessment and treatment (i.e. trauma).
2. Employee Health Service: if available, may be used to provide a record of the injury and/or illness.
3. COS Student Health Service: used for immunization, counseling, follow up, etc.
4. Private Physician: for health problems that are not emergency in nature and do not involve possible liability on the part of the agency, or for health clearance to return to class.
5. No Referral required.

Note: Do not send students to the Emergency Room for needle sticks, splashes, or other contamination incidents unless emergency care is needed. Refer to Guidelines to Prevent Transmission of Infectious Disease (policy B-10).

The Clinical instructor will then notify the ACCE of the incident, document the injury/illness on letterhead (original to be filed and copy to the student), and refer the student to the program secretary to complete insurance forms (as applicable).

Student Responsibility: When a student is seen in the Emergency Room for care, he/she will notify his/her own insurance carrier. The student and his/her health insurance company will be billed for services rendered. If a student has private insurance, that insurance provides the primary coverage. The COS Student Insurance is a secondary provider for injuries occurring during clinical laboratory assignments. Further expenses may be covered by COS Student Insurance. If a student has no other health insurance, COS becomes the primary insurer. This insurance may not pay the entire bill for the ER visit. The student is liable for expenses not paid by student insurance.

When an injury occurs, a claim must be filed with student insurance. In order for charges to be paid, the following items must be submitted to student insurance:

- Claim form (obtained from program secretary)
- Verification of other insurance
- Itemized bills for services rendered.
- Copy of payments made.

After the private carrier (if any) has paid benefits, the Explanation of Benefits Form the student receives must be forwarded to Student Insurance so that any remaining balance can be paid.

STUDENT GRADING

Students will receive a numerical theory grade and a Pass/Fail clinical grade. 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.

Theory grades will be assigned on the following scale:

GRADING SCALE:

Standard Grading A-F	A	93.00 – 100.00%
	A-	90.00 – 92.99%
	B+	87.00 – 89.99%
	B	83.00 – 86.99%
	B-	80.00 – 82.99%
	C+	77.00 – 79.99%
	C	70.00 – 76.99
	D+	67.00 - 69.99%
	D	63.00 – 66.99%
	D-	60.00 – 62.99%
	F	< 59.99%

Faculty will record course 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:

1. Withdraw prior to the deadline so that the student's grade will be a "W"
2. Continue in the program with the understanding that if the student's scores do not improve, he/she could receive a grade of "F" for the course.

Clinical Pass or Fail grades will be based upon the student's satisfactory clinical performance as outlined in the Clinical Performance Instruction.

Evaluation of Clinical Performance: Clinical Performance Instrument (CPI)

1. Each student's clinical performance will be evaluated throughout the PTA program using the Clinical Performance Instrument (CPI).
2. Semester-specific clinical objectives have been identified for each course.
3. To successfully pass the clinical component of each semester course, the student must meet all clinical objectives (as specified in the CPI).
4. When problems in clinical performance arise during a semester, the student will be notified by, and meet with, the clinical instructor in a timely manner. The student will be assisted in identifying areas of concern, performance goals, and plans/resources to meet clinical objectives.
5. A student involved in an adverse occurrence which causes or has the potential of causing serious harm to another (patient, staff, visitor, other student, etc.) may be asked to with-draw from the program. Such an event will be documented on the "Critical Incident" form and in the student's CPI. The instructor will complete a facility incident report/ form as required by the clinical agency.
6. If, by the end of the clinical rotation, the student has not met all clinical objectives (as specified in the CPI), the student will receive a grade of "Fail" and will not be allowed to progress to the next rotation and/or semester.
7. The student who has failed clinical will be referred to the Program director/ACCE to discuss the failure.
8. A clinical course can be repeated one time with a recommendation plan in order to continue on curriculum or graduate.
9. If a student questions the failure, he/she will be directed to the "Student Grievance Procedure" located in the Student Handbook.
10. The purpose of the CPI is to provide the student with clinical objectives and to provide a systematic method of evaluating the student's clinical performance. The CPI will delineate clinical performance expectations throughout the entire PTA program. The process for utilizing the CPI is as follows:
 - a. Each student will be provided with a copy of the CPI in the Clinical Education Manual.
 - b. The student's clinical instructor will document the student's clinical performance on the permanent copy of the student's CPI. This permanent copy will be kept in the division office.
 - c. During each clinical rotation (in the spring semester) the clinical instructor will provide the student with verbal feedback regarding clinical performance and progress in meeting all objectives. The CPI will be completed by the clinical instructor with input from the student.
 - d. The clinical instructor may make comments regarding the student's clinical performance in the "comments" section of the CPI at any time throughout the clinical rotation.
 - e. In the event that the clinical instructor determines that the student needs further feedback regarding clinical performance, a meeting will be scheduled with the student to discuss areas of concern, performance goals, and plans/resources to meet clinical objectives. That meeting will be documented on the CPI and the CPI will be initialed by both instructor and student.

- f. As specified on the CPI, three (3) instances of failure to meet any of the starred (*) objectives listed for a specific curriculum outcome (i.e. caring) will result in failure of the course – OR – does NOT meet all objectives – OR – remediation plan was unsuccessful.

ABSENCE AND TARDY POLICY

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 clinical laboratory experience validates learning objectives, it is extremely important that absences and tardies be kept at an absolute minimum. Attendance and punctuality are considered important professional responsibilities both in the classroom and in the clinical laboratory.

TARDY POLICY

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.

ABSENCE POLICY

1. Reporting an Absence

Students are expected to attend all scheduled theory and clinical classes. 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 PTA 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 of absences. The instructor whose class/clinical was missed is responsible for reporting the absence in the attendance record maintained by program secretary.

2. Clinical Absences

There are no make-up provisions for missed clinical experiences. If the student is absent from clinical and unable to complete a required assignment, the student will receive an "F" for the missed assignment.

3. Making Up a Missed Exam

If a student is absent 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.

4. Making Up a Test Format

The instructor whose test was missed will determine the testing format for the make-up test.

5. Maximum Allowable Absences

The maximum number of allowable hours which a student can miss per semester is as follows:

- 3 lectures per class per semester
- 2 labs per class per semester
- 1 clinical affiliation class per semester

6. Consequences of Absences

Any student exceeding the maximum number of allowable hours for theory absences **-OR-** the maximum number of allowable hours for clinical absences will be asked to withdraw from the course. Withdrawal from the course will be the responsibility of the student. Withdrawal from the course will result in dismissal from COS PTA Program.

7. Letter of Variance

A student exceeding the maximum number of hours which can be missed may petition the PTA faculty by letter for a variance of the policy based upon extenuating circumstances (i.e. unexpected hospitalization, surgery, pregnancy complications, death in the family). The letter must be submitted within five school days following the date the student exceeds the absence limit. Each student is allowed only one (1) letter of variance while enrolled in the PTA program. At the time the student submits the letter of variance they must be passing with a theory grade of 70% or better.

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.
- Sexual harassment.
- 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, 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 Program Director of the incident, 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. A copy of the Unacceptable Classroom Behavior Incident Report form is located in the Appendix.

CRITICAL STUDENT INCIDENT

A Critical Student Incident form will be completed whenever a student is involved in an adverse occurrence in the clinical setting which causes or has the potential of causing serious harm to another (patient, staff, visitor, other student, etc.). A copy of the form is located in the Appendix.

Examples of serious/critical adverse occurrences include, but are not limited to, the following:

1. Serious positioning errors endangering or having the potential to endanger a patient.
2. Negligent acts resulting in endangerment to another.
3. Violation of agency and/or school policies and procedures which endanger another.
4. Evidence of being under the influence of drugs/alcohol during clinical rotations.
5. Falsification of information.

The critical incident shall be immediately reported to all appropriate parties including the ACCE and PTA Program Director. The student will be immediately relieved of further clinical responsibilities. The clinical instructor, ACCE and Program 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, with the ACCE and Program Director within one week from the date of the incident.

The student may not continue to participate in clinical experiences until he/she has been cleared by the clinical instructor. Based on the seriousness of the incident, the student may receive a grade of "Fail" for the clinical portion of the course.

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. 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.

A letter documenting the incident, the remediation plan, and the consequences of further violations in clinical performance will be given to the student with a copy placed in the student's file.

STUDENT DRUG AND ALCOHOL TESTING

The College of the Sequoias PTA program maintains contractual agreements with clinical agencies used in the education of our 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-admission process and must be completed in the 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:

All students accepted into the COS PTA program will be tested for drug and alcohol use as part of the clearance for clinical education process. If the applicant fails to appear for screening test, his/her application to the PTA program will be immediately rescinded.

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

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 PTA program. Re-application or readmission will be contingent upon the student's satisfactory completion of an approved rehabilitation program.

If a student who has been readmitted into the PTA program after successfully completing a rehabilitation program fails a subsequent drug and alcohol screen, the student will be dropped from the program and will be disqualified for readmission.

The California Board of Physical Therapy/CAPTE expects that PTA programs will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting. A student suspected of being under the influence of drugs and/or alcohol during clinical activities will be immediately removed from the clinical setting and must immediately undergo drug and alcohol screening. Refusal to be tested may be grounds for dismissal from the program.

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

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 PTA Program Director and ACCE will have access to the file.

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 an official email which includes suggestions for improving the course grade (i.e. study group, tutoring, meeting with instructors), as well as asks the student to make a Student Success appointment with the PTA Director. Directions on how to access and utilize the Early Alert program is in the Appendix.

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. The COS PTA Program 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 as part of their PTA Student Handbook.

PTA PROGRAM COMMITTEE

There is one standing committees which acts as the primary governing body of the program. It serves to discuss, develop, implement, short and long term planning as well as evaluate all aspects of the PTA program and to present and discuss issues and information which impact the PTA program, its faculty and staff, its students, and the community. The committee acts only after following a democratic (majority-rules) process where all members (except student representatives) exercise voting privileges.

Membership includes the Director, the DCE, all full-time and adjunct faculty members, program secretary and optional student.

Meetings will be held monthly and may be called more frequently at the discretion of the Program Director.

The PTA Program's administrative assistant/secretary will record minutes of all committee meetings, will electronically distribute copies of minutes to all committee members and will maintain a master file of all such minutes.

Determination of agenda items will occur as follows:

- i. Appropriate items of business (from the Program Director, DCE, and any faculty member, student, staff member, or working committee) may be placed on the agenda at least one week prior to the meeting date. The Program Director will provide members with the agenda and supporting document and information for review prior to the Program Committee meetings (i.e. email agenda packet).
- ii. Faculty members are responsible for reviewing items of business prior to the Program Committee meeting and to come prepared for a focused discussion and any necessary voting.
 - b. Standing items of business will include, but not be limited to, semester reports, PTA Program committee reports, COS college-wide committee reports, reports from the Director (i.e. community issues, curriculum delivery issues, and licensure), and announcements.
 - c. Any committee member may bring up issues or present information for discussion (as either agenzized or new business from the floor).

- d. The PTA Program Committee will include the following agenda items:
- Admission, Recruitment and Retention (ARR)
 - Policy and Procedure
 - Curriculum
 - Accreditation
 - Budget
 - Clinical Education update
 - Assessments
 - Planning
- e. Urgent business items may require that the Program Director hand-poll through email of the faculty or call a special meeting of the committee.

In order for recommendations or changes to be enacted into standing policies and procedures, the advisories shall be:

1. Formulated into policy or procedure format
2. Reviewed by the committee members
3. Revised as needed
4. Presented to the faculty for approval
5. Distributed with copies given to faculty and staff, filed in the P&P manuals, and included in both student and faculty handbooks.
6. Policy changes which occur after publication of the student and faculty handbooks will be posted in each nursing classroom.

PTA Division policies and procedures outlined in the student and faculty handbooks are reviewed and revised yearly.

PTA LIBRARY COORDINATOR (optional)

A faculty member, as designated by the Director, will serve as the library coordinator in an advisory capacity to the Curriculum committee.

Coordinator activities include, but are not limited to, the following:

1. Ongoing inventory and updating of PTA texts and journals kept in the COS main library
2. Ongoing inventory and updating of textbooks, journals and media kept in the PTA office
3. Student assistance in locating resources, articles, media, etc.
4. Ongoing communication to faculty and staff of library activities/changes
5. Special projects as assigned by the Director

STUDENT REPRESENTATIVES ON PTA COMMITTEE (optional)

The process for selecting PTA students to serve as representatives on standing committees will be as follows:

1. PTA PD requests volunteers to serve on the PTA Program committee.
2. PTA student representatives shall serve as advisory (non-voting) members at the committee meeting.
3. Representatives shall serve for a maximum of two (2) semesters.
4. Representatives will not participate in discussions/decisions related to sensitive and/or confidential student issues.

Roles and responsibilities of student representatives include the following:

1. Make a commitment to regularly attend and actively participate in meetings.
2. Obtain input from the student body and provide information to the student body related to committee activities.

Program Director chairs will notify representatives of meeting dates/times and provide them with agenda packets and copies of minutes in a timely manner.

STUDENT ADMISSION POLICIES & PROCEDURE Policies and procedures related to student admission are located in the Policy & Procedure manual on the W: drive. There is also an active link on the Faculty Resource page at www.cos.edu/pta

STUDENT WITHDRAWAL & INCOMPLETE GRADE

Withdrawal from the program may be based on course failure, clinical failure or personal reasons such as an extended illness, an injury or a family emergency. In these instances, a student may reapply for admission in the subsequent year by contacting the Director. A student who withdraws due to course failure will be dismissed from the program.

Withdrawal Due to Course and/or Clinical Failure

Course failure is based on achieving a grade below 70%. Clinical failure is based on achieving less than minimum expectations as delineated by the Clinical Performance Instrument (CPI). Clinical failure may also be a result of a serious, critical incident. If a student withdraws prior to the last drop date, the student will receive a grade of "W." If a student leaves the program after the final drop date, the student will receive a grade of "F" for the course. The faculty will complete a Student Withdrawal Form and forward it, along with the semester team's recommendations regarding eligibility for readmission, to the Director. The student will make an appointment with the Director for an exit interview. The Director will have the final determination regarding a student's readmission and any recommendations for remediation activities.

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 team coordinator will complete a Student Withdrawal Form and forward it, along with the semester team's recommendations regarding eligibility for readmission, to the Director. The student will make an appointment with the Director for an exit interview. The Director will have the final determination regarding a student's readmission.

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.

Instructor Documentation

The faculty will complete the Student Withdrawal form at the time the student gives notice of his/her intent to withdraw. The instructor will document their recommendations for re-entry and will assign a readmission category. A copy of the withdrawal form is located in the Appendix.

ORIENTATION OF NEW FACULTY

Mentoring

New faculty members participate in an organized COS general orientation process. In addition, as part of the orientation process to the PTA Division, new faculty members are assigned to the PTA Program Director, who acts as a mentor throughout the orientation process and who assists the new instructor in accomplishing the orientation activities listed on the “New Faculty Orientation Checklist.”

Orientation Checklist

The new Instructor will complete orientation activities prior to the semester or as needed. The objective of the checklist is to provide the new faculty member with a guideline for effective orientation appropriate to her/his needs. When completed, the checklist will be signed off by both the Instructor and the Director of the PTA Program.

Curriculum and Curriculum Revision:

The new instructor should be thoroughly familiar with all aspects of the PTA curriculum and participate in curriculum evaluations and revisions as necessary. An overview of the PTA curriculum will be provided by the Director to the new faculty mentor during the orientation process.

Course Hours:

New faculty members are expected to fulfill mandated course and lab hours assigned to each course, otherwise students are deprived of learning experiences. The program hours are accredited by the CAPTE of PTA and approved by the College Board of Trustees.

Faculty Evaluations:

The instructor will participate in ongoing self-evaluations as established by the college. In addition, the new faculty member (like all regular faculty members) will be evaluated by students at the end of each semester. Standard college evaluation tools may be used or the instructor may develop a more personal instrument if he or she wishes to do so. All faculty members are expected to address areas of concern in a timely manner and make necessary improvements as needed.

Faculty Meetings:

The PTA Committee meetings will be held regularly and all faculty are welcome to attend and actively participate in these meetings. Faculty decisions will be finalized through group process (majority rules) whenever possible. Each instructor is encouraged to attend the End of Semester meeting in the semester in which they teach for SLO Assessment and discussion.

PTA Division Policies and Procedures:

The new faculty member should review the PTA Program Policy and Procedure Manual as part of the orientation to the department. This is located on the W: drive, Allied Health, PTA P&P; There is also an active link on the Faculty Resource page at www.cos.edu/pta

PTA Faculty Handbook:

A Faculty Handbook designed specifically for PTA instructors will be issued to the new instructor for review. This handbook is a supplement to the college handbook and should be used when completing the Orientation Checklist. A copy of the checklist is located in the Appendix. New faculty should also review the COS Faculty Resources as part to their general college-wide orientation. There is a link for COS Faculty Resources on the Canvas for all faculty.

College of Sequoias Faculty Resource Guide*

1st Edition, 2016

Prepared under the direction of the Faculty Enrichment Committee (FEC); Also located on PTA Faculty Resource page.

**PTA Program
New Faculty Orientation Checklist**

Faculty Name _____ Date of Hire _____ Assigned to _____

Orientation Activity	Date	Initials
Meets current PTA faculty; identifies roles and responsibilities of all program employees		
Orients to faculty office space; Orients with office secretary; Obtains ID badge		
Tours all PTA facilities/classrooms; Operates classroom equipment (AV, Elmo, TV/VCR, etc)		
Knows location/procurement of supplies, texts, forms, files etc.		
Understands location/maintenance of student files and forms		
Orients to PTA textbooks; Computer lab; Skills lab		
Knows location of instructor mailboxes and communication channels/methods		
Operates phones, computer, printers, copier and other office technologies		
Receives and reviews course outline/syllabus and other materials for assigned semester		
Receives and reviews copy of PTA Faculty and Student handbooks		
Understands testing procedures; Utilizes Bb for Final examinations		
Reviews self-evaluation process and understands responsibilities; knows deadline dates; participates in ongoing improvement in classroom techniques		
Meets with PTA Director and ACCE/manager of clinical unit(s); discusses role of faculty and students; discusses where student assignments will be posted; meets other key personnel		
Orients to SLO Assessment and utilizes Trac Dat at the end of semester		
Reviews the Clinical Education Manual – Students, CI		
Reviews and utilizes Professional Standard of Conduct Rubric for students		

Reviews PTA Department Policy & Procedure Manual		
Receives Faculty Resource Guide and reviews pertinent college-wide policies/procedures; See faculty resources on Bb.		
Knows date/time/location of End of Semester Faculty meetings; participates in SLO assessment discussions. Involved in ongoing improvement of instruction.		
Schedules and posts personal Office Hours		
Familiarizes self with student clinical evaluation process/forms (CPI)		
Receives instructions regarding syllabus preparation, lesson plan construction, test construction and scoring, and teaching team responsibilities		

OTHER ORIENTATION ACTIVITIES:

Orientation Completed:

_____ *Instructor*
 _____ *Director*

Date _____
 Date _____

COLLEGE OF THE SEQUIOIAS DIVISION OF PTA AND ALLIED HEALTH

NOTICE OF ACCIDENTAL EXPOSURE TO INFECTIOUS AGENT

Student Name _____ Exposure Date & Time _____ Date of This Report _____

Brief Description of Incident:

Hospital/Agency/Location Where Exposure Occurred _____ Client ID # _____

Was Treatment Received Following Exposure? ___ Yes ___ No If No, State Reason(s):

Where Was Treatment Received? _____ Date _____ Time _____

Treatment Received Following Exposure (Check All That Apply):

_____ Wound/area cleansed with soap and water/saline _____ Mucous membrane(s) flushed with water/saline

_____ Additional treatment: Describe fully:

Reported to Clinical Instructor Yes ___ No ___ Date/Time _____ Instructor _____

Accidental Exposure Form Completed Yes ___ No ___ Date/Time _____

Agency Infection Control Officer Notified Yes ___ No ___ Date/Time _____ Name ___

Source Was Approached for Testing Yes ___ No ___ Response _____

Source Was Confirmed Positive Yes ___ No ___ Describe _____

Other Pertinent Information:

Recommendations:

1. If you have been immunized for Hepatitis B or C but have not had an antibody level determined, you should have one done to assure that the immunization was effective and you are protected.
2. If HIV status of the source of exposure (i.e. client) is unknown and/or the source has not been tested for HIV, we recommend that you be tested now for seronegativity, followed by a retest at 3 months and again at 6 months following exposure in order to monitor for serum changes.
3. For both of the above tests, you may see your private physician. For HIV testing, you may consider using either the COS Student Health Center or the Tulare County Health Department.

Confidentiality: Information related to exposure, treatment, and testing will be kept confidential at all times.

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Original to Student File, Copies to Student and Director

College of the Sequoias
Division of PTA and Allied Health

CRITICAL STUDENT INCIDENT

DATE OF INCIDENT _____ STUDENT _____ COURSE _____

Instructor's Description of Incident:

Required Action:

Instructor Signature

Date

Student's Comments:

Student Signature

Date

Director's Comments:

Director Signature

Date

Original to Director then Student File Copy to Student

**COLLEGE OF THE SEQUOIAS
DIVISION OF PTA AND ALLIED HEALTH**

UNACCEPTABLE CLASSROOM BEHAVIOR INCIDENT REPORT

Student Name _____ Semester _____ Incident Date _____

Description of Incident: *(Include Names of Witnesses & Others Involved)*

Terms/Conditions for Remediation in Order to Avoid Dismissal: *(Include Mtg Dates & Deadlines)*

Date _____ Instructor _____ Student _____
Signature Signature

Director's Comments:

Date _____ Director Signature _____

Original to Director then Student File Copy to Student

**COLLEGE OF THE SEQUOIAS
DIVISION OF PTA AND ALLIED HEALTH**

STUDENT WITHDRAWAL FORM

Student Name _____ Withdrawal Date _____

Semester _____ Faculty Name _____

Reason for Withdrawal:

Theory Failure Grade _____% Clinical Failure

Personal Reasons Illness/Injury

Give brief description of incident(s) resulting in clinical failure:

Give brief description of illness/injury and need for withdrawal:

Recommendation for Readmission:

Readmit Readmission Category _____ *(Refer to Policy C-9)*

Do Not Readmit

Give brief description of reason(s) to readmit or not readmit:

Instructor Signature _____ Date _____

Director Signature _____ Date _____

Original to Director for Signature then to Student File

COLLEGE OF THE SEQUOIAS
DIVISION OF PTA AND ALLIED HEALTH

CLINICAL REMEDIATION ACTION PLAN
For Re-entry Student

Student Name _____ Course _____ Date _____

Brief Description of Reason(s) for clinical failure:

Remediation Action Plan:

Areas of Concern

Goals & Specific Student Responsibilities

Note: All areas of concern must be remediated AND CPI must be in passing range by the date of the mid-term evaluation in order for the student to continue in clinical.

Date _____ Instructor _____ Student _____
Signature *Signature*

Copy to Student; Original to Student File

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

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 Student

Early Alert Initiative

Training Manual for Faculty



Sample E-mail Message from Faculty to Students

Frequently Asked Questions (FAQs)

Early Alert Initiative Self-Training Guide for Faculty

Early Alert Initiative

Sample E-mail Message from Faculty to Students

From: Name of COS Instructor <cosinstructor@cos.edu>
Date: Friday, October 30, 2009, 8:15 AM
To: Name of COS Student <cosstudent@giant.cos.edu>
Subject: Early Alert – (Course Title) Class at College of the Sequoias

Dear First Name of COS Student:

Name of COS Instructor, your Course Title (Course Number) instructor at College of the Sequoias, has submitted an early alert on your behalf. Below you will find what your instructor had to share regarding your progress in the course.

Early Alert is designed to help students be successful at College of the Sequoias. As an instructor, I have decided to participate in this project.

Letter Grade to Date: A, B, C, D or F
(optional for faculty)

Area(s) of Concern: Attendance
(optional for faculty) Participation
Homework
Tests
Comprehension of Course Material
Tutorial Referral
Recommendation to Drop the Course
See Instructor

Message to student: Comments made by faculty regarding the student
(optional for faculty)

I hope that you will seriously consider my comments and encourage you to take advantage of

the numerous services for students available at

http://www.cos.edu/ImageUpload_Links/Campus%20Support%20Services%202009.pdf

Any questions regarding this alert or progress in this class should be directed towards your instructor. You may also contact your counselor to discuss course options if necessary.

Sincerely,

Name of COS Instructor

Office Hours: Days and Times
Office Location: On-Campus Location
E-mail Address: cosinstructor@cos.edu

Early Alert Initiative Frequently Asked Questions (FAQs)

Question #1

“Is the Firefox web browser compatible with the Early Alert feature within Banner?”

Answer to Question #1

“Yes. Early Alerts may now be submitted when using Firefox.”

Question #2

“What are the categorical/special programs doing to contact students with Early Alerts with low grades or areas of concern?”

Answer to Question #2

“Categorical/special programs are following up with their students through letters, telephone calls, postcards, e-mail messages, and through other means.”

Question #3

“What should I do if I receive an error message upon clicking the ‘Submit’ button?”

Answer to Question #3

“Don’t panic. Please ensure that you followed every step outlined in the training manual and make a note of the error message. Please contact Lee McDonald, Applications Manager, at the Computer Services Department via e-mail at leem@cos.edu to inform him of the error message.” NOTE: Errors may be caused by having either the Google toolbar or the Yahoo toolbar installed.

Question #4

“Are the comments very important? And if so, who is reading them?”

Answer to Question #4

“Yes, your comments are very important. Your comments are read by your students and by Student Services personnel who are trained to advise and counsel our students.”

Question #5

“What information would be helpful to list on the Comments section?”

Answer to Question #5

“Comments relating to how the student can actually improve his/her performance are very helpful. Students would also appreciate reading positive comments about their performance in your classes.”

Question #6

“I submitted my Early Alerts via Banner Web and it resulted in numerous undeliverable e-mail messages in my Inbox. Was this supposed to happen and did my students receive their Early Alerts?”

Answer to Question #6

“The undeliverable e-mail messages are a result of students not activating or checking their COS issued e-mail accounts. Instructions on how to activate and use the COS e-mail account can be

found from our COS homepage at www.cos.edu under the Student Life tab. Students will also receive their Early Alerts via the student portal to Banner Web. COS personnel who oversee categorical/special programs will also have access to this information.”

Question #7

“How do I know if I successfully submitted my Early Alerts via Banner Web?”

Answer to Question #7

“All entries made onto the Early Alert screen within Banner Web will be saved for the entire term. You will find the midterm grades, checked areas of concerns and/or the comments you previously made saved in reverse chronological order under the student’s COS identification number. That is how you will know that you successfully submitted your Early Alerts via Banner Web.”

Question #8

“How do I avoid being timed out when using the Early Alert feature within Banner Web?”

Answer to Question #8

“You must submit your entries periodically (no more than every 15 minutes) to avoid your session timing out. This is a security feature within Banner.”

Question #9

“Who will follow up with students who do not participate in a categorical/special program and who receive a low performing Early Alert?”

Answer to Question #9

“All students who receive a low Early Alert mid-term letter grade will be contacted by an academic counselor prior to the course withdrawal deadline.”

Question #10

“May I use Early Alert to acknowledge positive or good performance by students in my class?”

Answer to Question #10

“Yes. Faculty and adjunct faculty are encouraged to use the Early Alert feature within Banner Web to acknowledge positive or good performance. This is especially valuable since many of our students are first generation college students and would appreciate hearing positive words of encouragement from their mentors and role models – you!”

Question #11

“How do I know if my students are participating in a categorical and/or special program such as EOPS?”

Answer to Question #11

“All COS students who participate in a categorical and/or special program are highlighted in yellow within your Early Alert student roster.”

Question #12

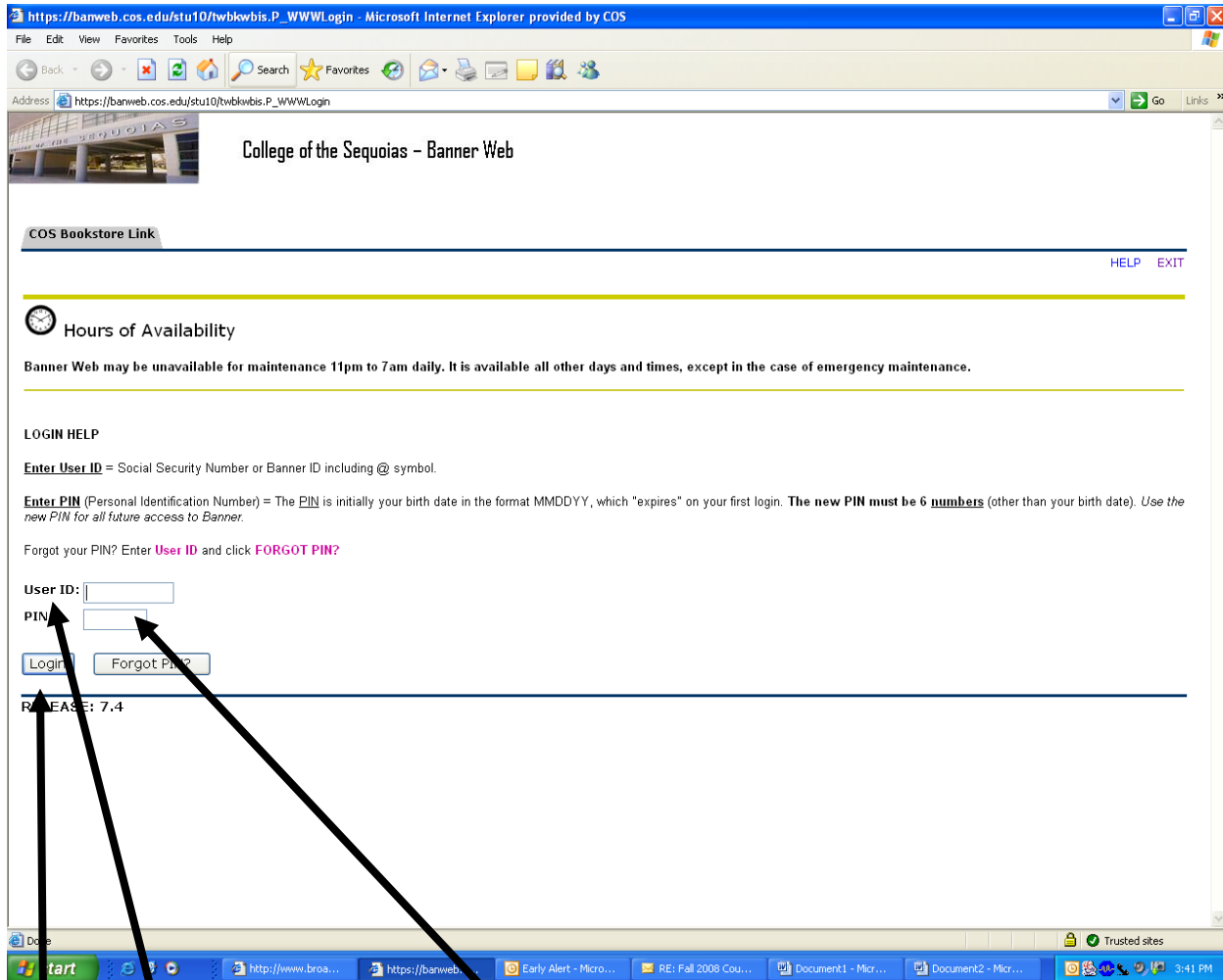
“Are the checkboxes within the Early Alert program meant to have positive or negative connotations?”

Answer to Question #12

“The checkboxes are meant to have a negative connotation. Please only mark the checkboxes if the student is having a problem in that area. The comments section is highly recommended to further explain why the checkbox was marked.”

Early Alert Initiative Self-Training Guide for Faculty

Step #1 – Banner Web Login

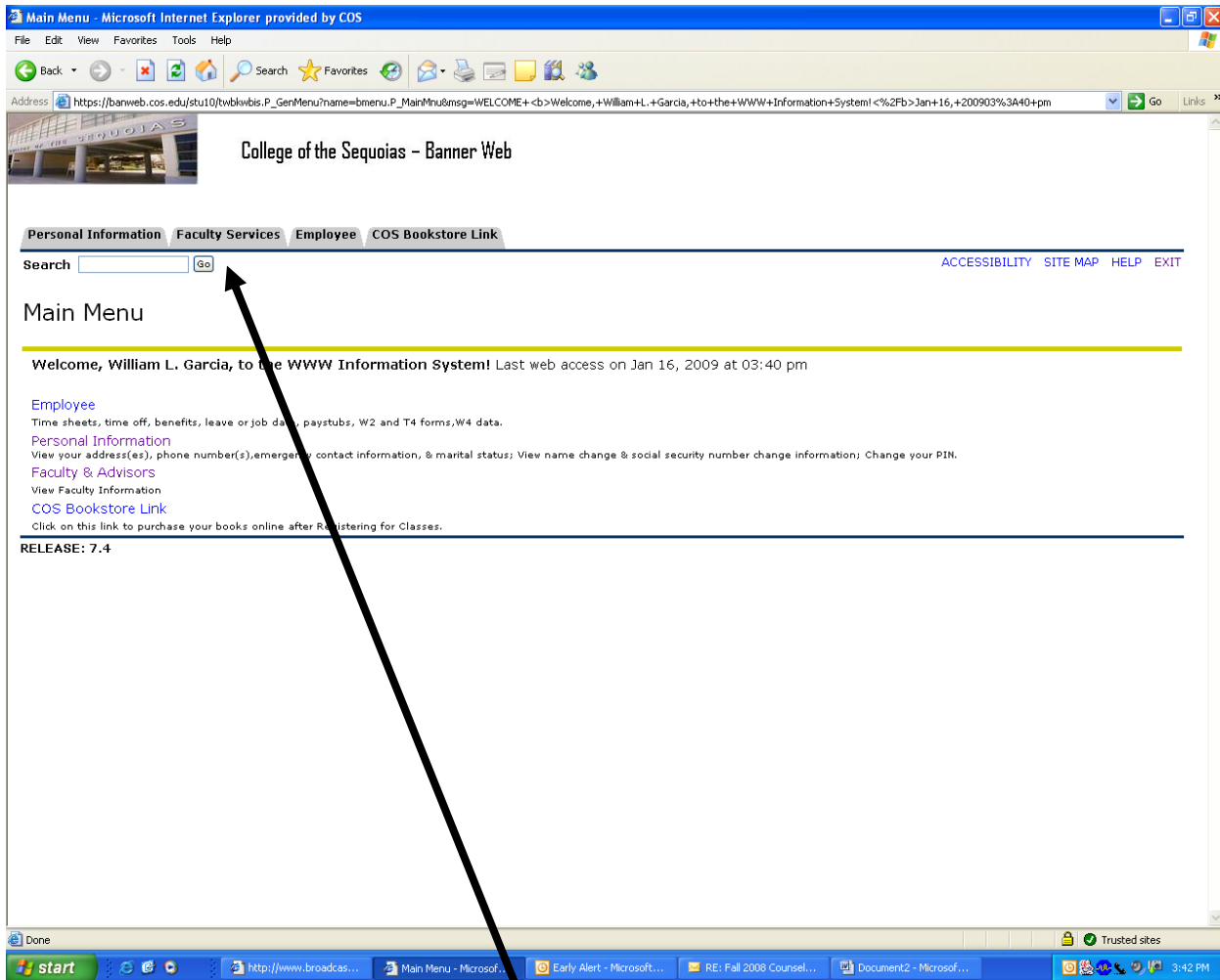


1 Enter User ID
(SSN or Banner ID)

2 Enter PIN
Initially DOB

3 Click "Login"

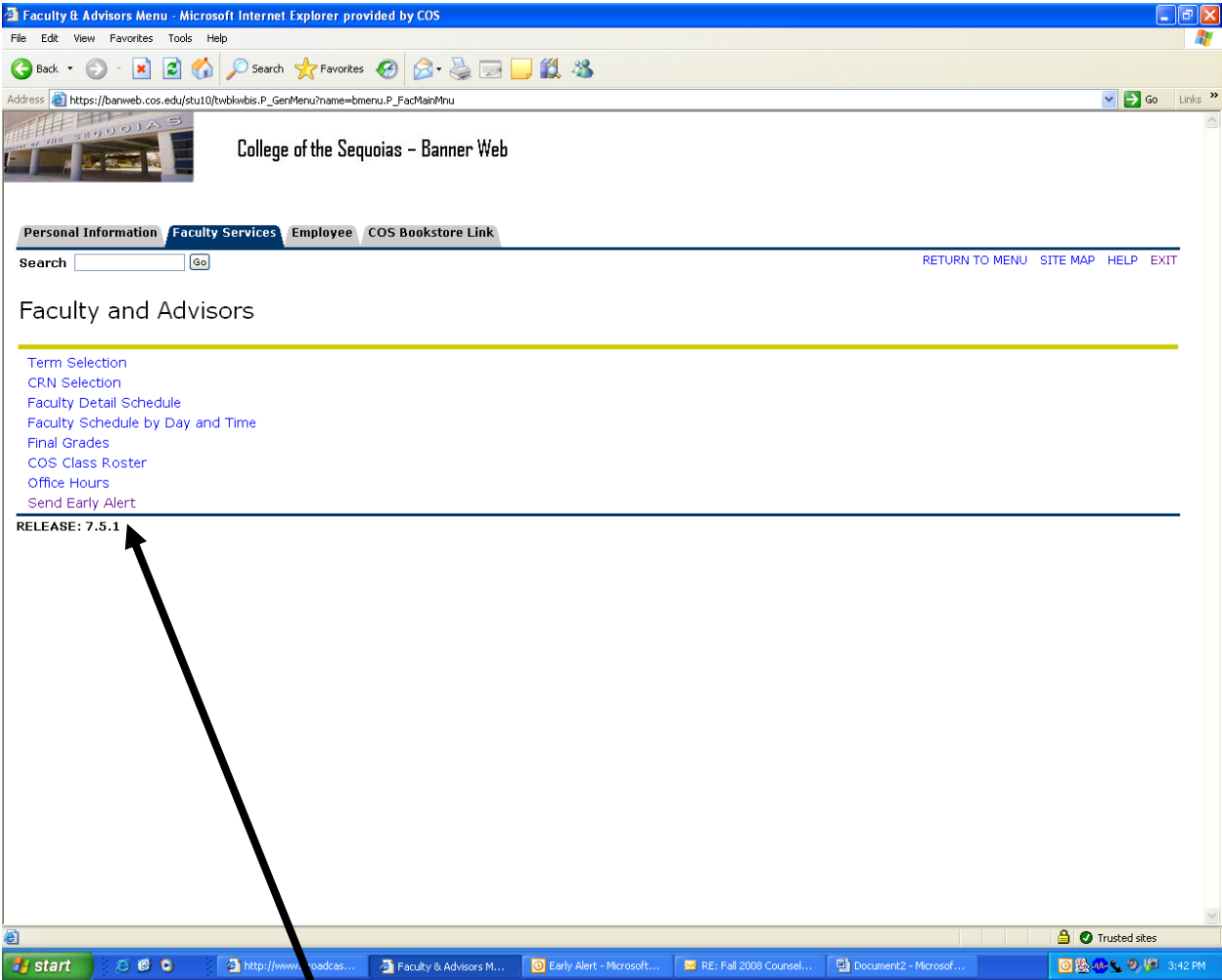
Step #2 – Banner Web – Main Menu



1

Click on "Faculty Services"

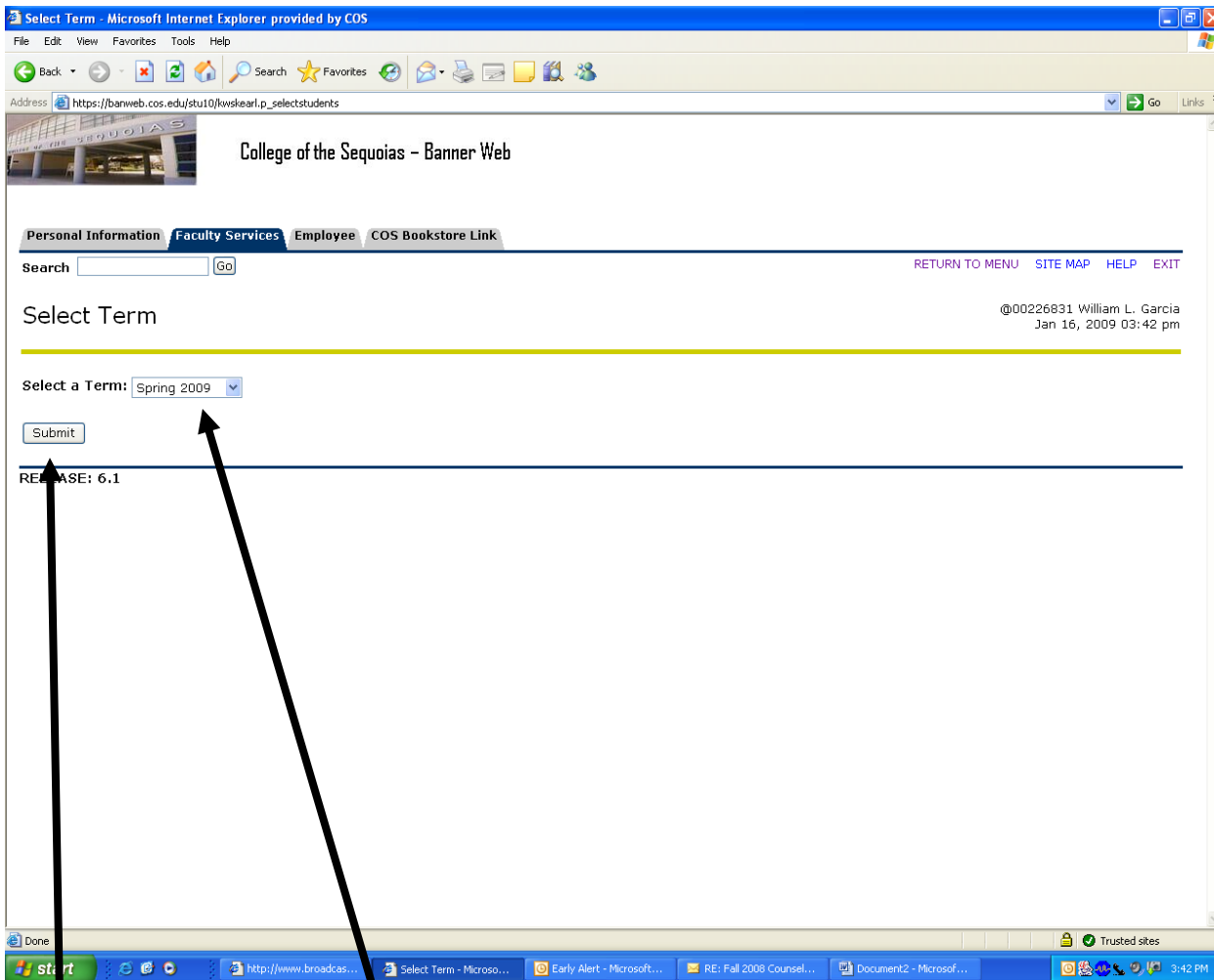
Step #3 – Banner Web- Faculty and Advisors



1

Click "Send Early Alert"

Step #4 – Select Term



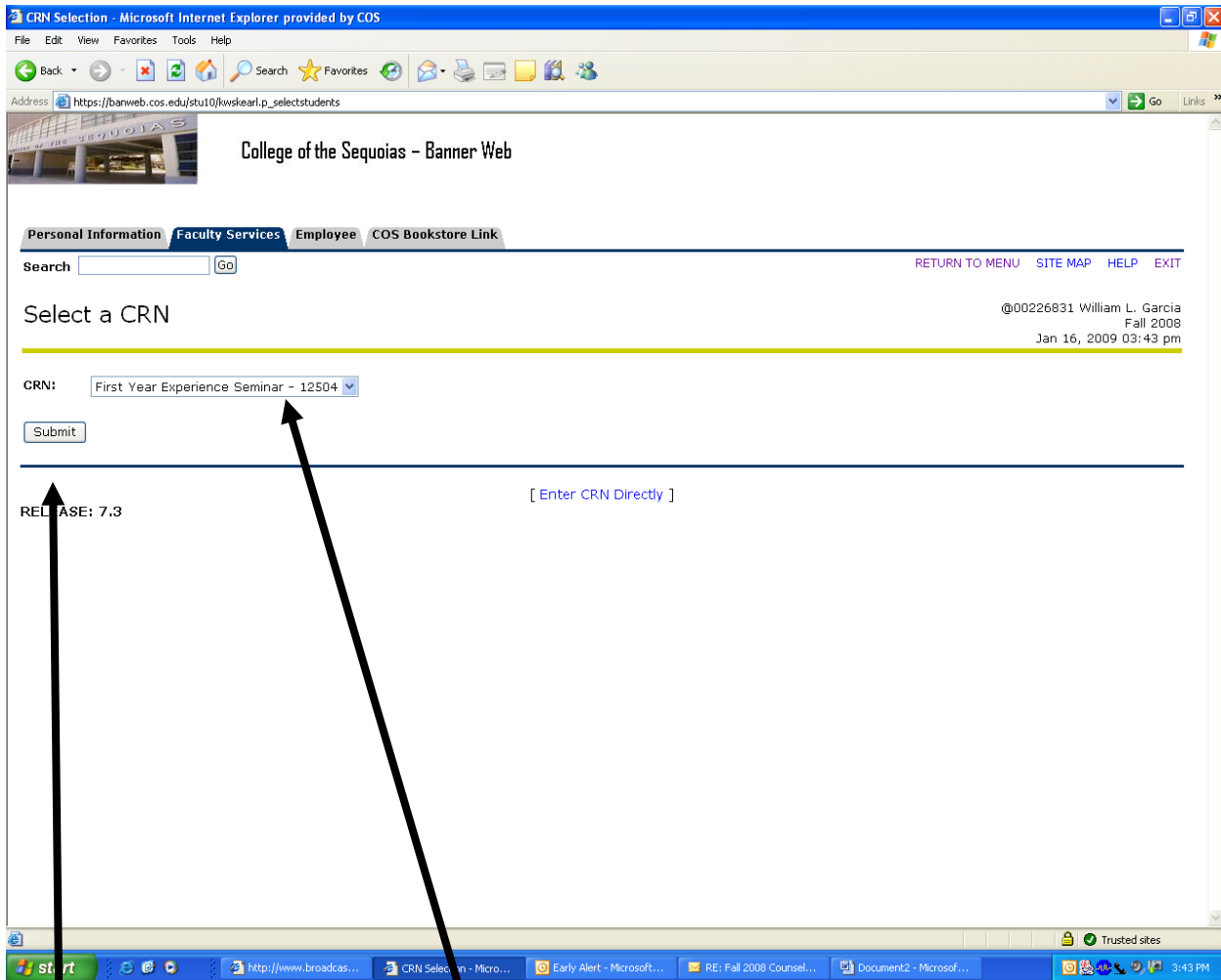
2

Click "Submit"

1

Select a Term

Step #5 – Select a CRN



2

Click "Submit"

1

Select a CRN

Step #6 – Select Students for Early Alert

College of the Sequoias – Banner Web

Personal Information Faculty Services Employee COS Bookstore Link

Search Go RETURN TO FACULTY MENU SITE MAP HELP EXIT

Select Students for Early Alert @00226831 William L. Garcia
Jan 16, 2009 03:43 pm

12504 COUN 110 03 First Year Experience Seminar
Number of students currently enrolled: 24

Student Name	Student ID	MGrd	Atnd	Part	Hom	Test	Comp	Tutr	Drop	See	DRC	Comments
Benitez, Deeana J.	@00161030	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Cibrían, Sasha M.	@00162227	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Cuevas, Julissa	@00157338	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Gutierrez, Michael A.	@00287855	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Gutierrez, Rueben G.	@00276535	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Hernandez, Lorraine	@00143660	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Hernandez, Yeritza R.	@00168007	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Lopez, Araceli	@00158977	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Lopez, Sylvia	@00157515	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Martinez, Isaac A.	@00166323	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Martinez, Patricia	@00264992	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Mattson, Jennifer	@00240079	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Mercado, Marcos	@00160499	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Moorman, Craig S.	@00165090	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Prado, Andrea	@00166873	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Ramirez, Gloria	@00161197	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Ramos, Christopher	@00165128	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

1

Enter Mid-Term Grade
(If Applicable)

2

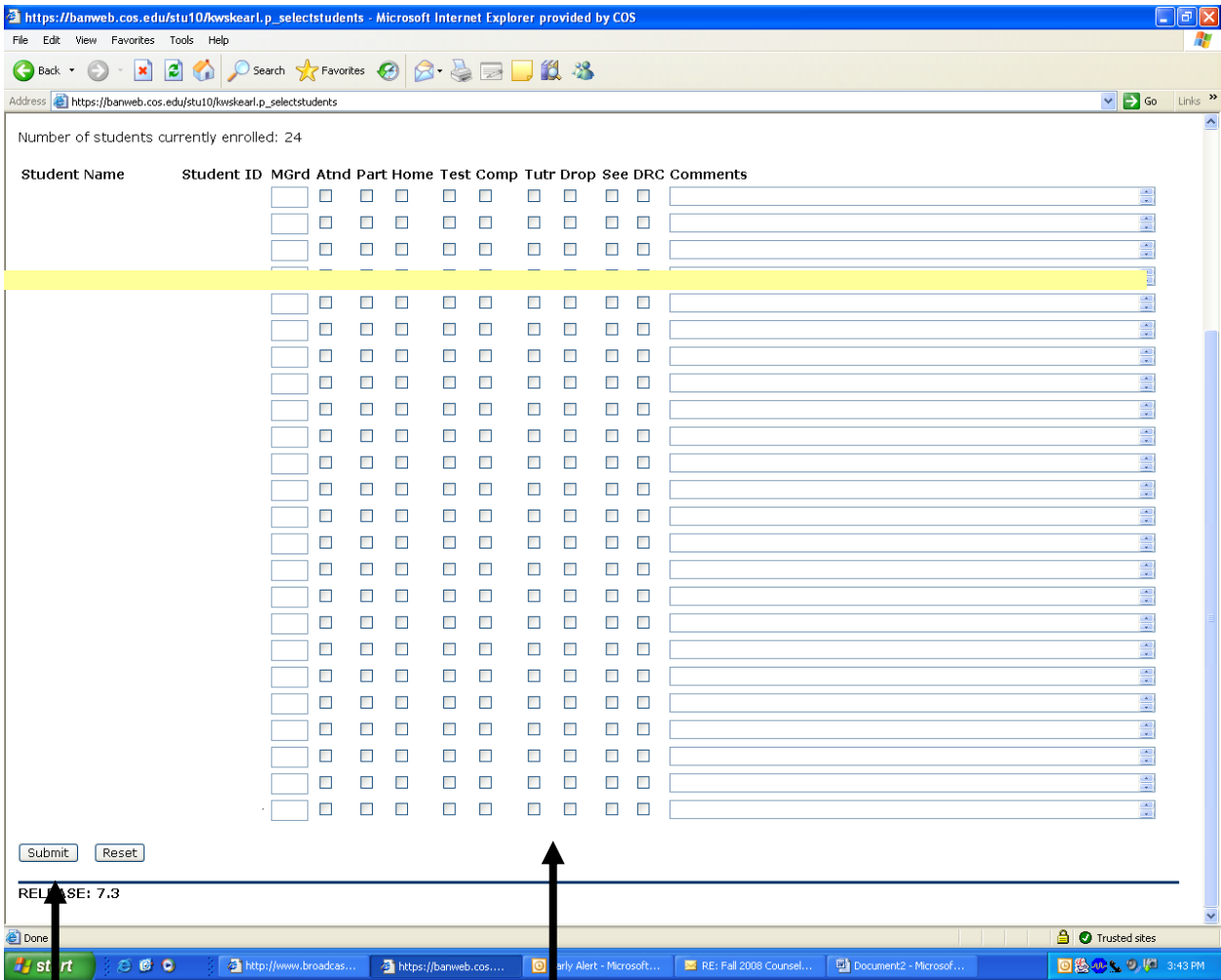
Check Areas of Concern

3

Enter Comments
(If Applicable)

**Highlighted students are enrolled in a
Categorical and/or Special Program requesting an Early Alert*

Step #7 – Submit an Early Alert



2

Click "Submit"

1

Confirm All Information is Accurate

Course Evaluations

Adjunct Faculty form is found at:

<http://www.cos.edu/About/HumanResources/Documents/HRS%20Adjunct%20Faculty%20Classroom%20Observation.doc>

Full time Faculty form is found at:

<http://intranet.cos.edu/department/forms/FormServerTemplates/Faculty%20Classroom%20Observation%20Form.doc>