

College of Sequoias
Physical Therapist Assistant Program
POLICY AND PROCEDURE MANUAL

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A-1

**College of the Sequoias
Physical Therapist Assistant**

TITLE: PTA PROGRAM PHILOSOPHY

PURPOSE: To describe the philosophy of the PTA program.

DESCRIPTION:

Philosophy-What we believe

The COS PTA program mission is consistent and supports the COS mission which is:
Mission Statement

College of the Sequoias is a comprehensive community college district 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 its 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 access to programs and services that foster student success.

The philosophy of the COS PTA program is congruent with the Chancellor's office of the California State Community Colleges, as well as those unique to the College of the Sequoias, in providing the "first steps to success" in regards to education that leads to employment. The program also acknowledges the importance of student focused learning that is reflected in the student learning outcomes and 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 PT/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/group projects are integrated into the curriculum and strive to give each student a well-rounded experience. In addition to developing their academic, technical, interpersonal and leadership skills, students will be provided opportunities to develop professional attributes of caring and compassion through team building and cohort activities, which 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 inter-professional and intra-professional education and interaction. Lifelong learning, cultural competence and evidence based practice are integrated into the curriculum. We promote involvement in the APTA, community service, and governmental regulatory policies and procedures.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 7/2015

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE: CURRICULUM DESIGN & IMPLEMENTATION

PURPOSE: To describe how the PTA program is designed and implemented and to provide a description of courses/content contained within the program.

DESCRIPTION:

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 4 stages of self-directed learning. Stage 1 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 Management, PTA 128 – Kinesiology, PTA 131 Engineering and Physics for the PTA are courses based on 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 developing personal accountability for attendance and completing assignments on time.

The second phase 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 2nd semester in the curriculum which includes **PTA - 130 Physical Agents and Modalities, PTA 139 - Pathophysiology, PTA 140 – Administration, PTA 148 – Orthopedics and PTA 150 - Clinical Education 1**, the latter being the student’s first clinical experience. PTA 130, 139, and 148 require the further development of critical thinking skills as the basic science of kinesiology and physics is applied to the modalities and interventions to be carried out by a PTA student. The clinical education allows application of this knowledge and gives the student exposure to actual patients under the supervision of a physical therapist or PTA.

The series of classes offered during the 3rd semester reflect the 3rd level of learning where intense learning and critical thinking are further developed but need a facilitator to direct them. **PTA 145 –Neurorehabilitation for the PTA, PTA 152 – Cardiopulmonary Rehabilitation, and PTA 155 -Therapeutic Exercise**, are the classes where applications of PTA interventions are applied to various patient scenarios in controlled laboratory settings. 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. This semester requires the most amount of time spent in the lab but is geared toward developing the necessary psychomotor skills required to treat patients.

The final phase of the program, the 4th semester is spent in full time clinical affiliations under the direct supervision of the CI's and managed by the ACCE (Academic Coordinator of Clinical Education). **PTA 160 -Clinical Education 2, PTA 161 - Clinical Education 3**, are 13 total weeks of 40/hour week of direct patient care, in both inpatient and outpatient settings. 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, designed to debrief, as well as develop study plans for both the licensing examination and lifelong learning. The course is held after the final experiences in the clinical settings.

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; General Education courses-22 units, needed to meet the 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 a part-time affiliation, 40 hours for 4 weeks, integrated at the end of the second semester, while PTA 160 and PTA 161 are full time 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 Management 3- units	PTA 139- Pathophysiology 2- units	PTA 152- Cardio- Rehabilitation 3-units	PTA 161- Clinical Affiliation 6-units
English 1 (recommended)	PTA 131- Physics for the PTA 1-unit	PTA 140- Administration 1-unit	PTA 155- Therapeutic Exercise	PTA 170- Seminar for the PTA 1-unit
Math 230 (recommended)	PTA 128- Kinesiology 3-units	PTA 148- Orthopedics 3-units 4-units		
	Elective GE Requirements	PTA 150- Clinical Education 3-units	Elective GE Requirements	Elective GE Requirements

GE Requirements:	
Communication 1,4, 8	3 units
Math 230 or equivalent	4 units
Social/Behavioral Science	3 units
English 1	4 units
History 17, 18, or Pols 5	3 units
Humanities	3 units

COURSE DESCRIPTIONS

PTA 121-Fundamentals for the PTA (Lecture) 2 Units

This course introduces students to the field of physical therapy by covering the history and values of the American Physical Therapy Association as well as state laws and regulations. It covers development of the team approach in specific roles of Physical Medicine and Rehabilitation professionals in the health care system as well as PT/PTA relationship; 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 measurement. 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 applied to anatomy. Students will determine biomechanical forces on the body. Topics will include musculoskeletal review of origins, insertions, innervations and actions of prime movers, as well as assessment of manual muscle testing.

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, and traction. Other modalities include electro-therapy. Basic dressing changes and wound care with the use of universal precautions and infection control are covered. Soft tissue mobilization and therapeutic massage as a 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 as related to various aspects of physical therapy. Designed as a 6 week course; class will be held for 3 hours each week for the first 6 weeks of the fall semester.

PTA 139-Pathophysiology (Lecture) 2 Units

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

PTA 140-Administration (Lecture) 1 Unit

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

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

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

PTA 148-Orthopedic Management (Lecture/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 orthopedic patients. Students will learn the physiological responses for orthopedic conditions and management of surgical cases.

PTA 150- Clinical Education 1 (Clinical placement) 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, patients 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 placement. This course is the PTA student's first exposure to clinical education. Clinical course work is 40 hours per week for 4 weeks of off-campus clinical instruction (160 hours)

PTA 152-Cardiopulmonary Rehabilitation (Lecture/Lab) 3 units

This course will apply the physiology of cardiovascular system 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, proprioceptive retraining/balance, spinal stabilization, functional progression of exercises for the spine and extremities. Issues pertaining to health and wellness across the lifespan are presented.

PTA 160-Clinical Affiliation 2 (Clinical placement) 5 Units

This six week, full-time course provides the PTA student with full time clinical education experience with application of previously learned techniques and skills in rehabilitation in various clinical settings. The focus is on safe, legal, ethical and effective use of physical therapy interventions. Focus is on communication skills, interpersonal relationships and professionalism required in the health care setting. Students are expected to assume a greater responsibility in the clinical setting, as they improve their clinical treatment skills. Students will have successfully completed the didactic portion of the curriculum and will make satisfactory progress toward competent and safe entry level PTA skills at the conclusion of this clinical experience. Skills practiced are dependent on the clinical site. Supervision is at the intermediate level provided by the staff of the affiliating institution and coordinated by the ACCE(240 hours).

PTA 161-Clinical Affiliation 3 (Clinical placement) 6 Units

This 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 (280 hours).

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 license and national PTA licensure exam. Students will also develop professional skills of networking and resume development by attending a PTA job fair.

PTA Committee

APPROVED/REVIEWED/REVISED: 3/2015

A-3

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE: Professional Framework

PURPOSE: To describe the organizing framework of the PTA program

DESCRIPTION: The conceptual framework used for program development

Role of educator-Who we are

Our faculty is well versed in the different learning styles as well as multiple intelligence grids. We have a plan for development in our teaching abilities. It is not enough for us to be competent clinicians but we also need to be effective classroom instructors. We are committed to summative and cumulative assessment. We want to be a resource to our students and professional role models. Our goal as educators is to establish a curriculum that gives them the tools to critically think and practice as a PTA, under the supervision of a PT. The program faculty provides positive role models in an environment which emphasize 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 supportive 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 professionalism 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 cooperatively by a team of clinical and academic instructors. Partnerships with clinical sites often serve as future employers as well the 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. Our students will be able to provide safe, ethical, professional physical therapy services under the direct supervision of a physical therapist. We believe PTA's are a valuable member of the health care team and whose focus is treatment. The primary goal for PTA is to implement the Physical Therapist's treatment plan. A PTA needs to understand common assessment tools used by the Physical Therapist and be able to use test and measurements to know when progress is being made and when to refer back to the PT. Our philosophy includes the clear guideline that PTA's do not practice physical therapy.

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

PTA Committee

APPROVED/REVIEWED/REVISED: 3/2015

A-4

**College of the Sequoias
Physical Therapist Assistant Program**

- TITLE:** APTA Guide for Conduct of the Physical Therapist Assistant
- PURPOSE:** To describe the PT/PTA Practice Guidelines as they serve to provide structure to the PTA curriculum.
- DESCRIPTION:** The PT/PTA practice process is a problem-solving process that requires critical thinking to implement the most optimal treatment for the patient.

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

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

Interpreting Ethical Standards

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

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

Preamble to the Standards

The Preamble states as follows:

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

Interpretation:

Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards were revised was to provide physical therapist assistants with a document that was clear enough such that they can read it standing alone without the need to seek extensive additional interpretation.

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

Standards

Respect

Standard 1A states as follows:

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

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

Altruism

Standard 2A states as follows:

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

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

Sound Decisions

Standard 3C states as follows:

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

Interpretation: To fulfill 3C, the physical therapist assistant must be knowledgeable about his or her legal scope of work as well as level of competence. As a physical therapist

assistant gains experience and additional knowledge, there may be areas of physical therapy interventions in which he or she displays advanced skills. At the same time, other previously gained knowledge and skill may be lost due to lack of use. To make sound decisions, the physical therapist assistant must be able to self-reflect on his or her current level of competence.

Supervision

Standard 3E states as follows:

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

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

Integrity in Relationships

Standard 4 states as follows:

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

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

Reporting

Standard 4C states as follows:

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

Interpretation: When considering the application of “when appropriate” under Standard 4C, keep in mind that not all allegedly illegal or unethical acts should be reported immediately to an agency/authority. The determination of when to do so depends upon each situation’s unique set of facts, applicable laws, regulations, and policies.

Depending upon those facts, it might be appropriate to communicate with the individuals involved. Consider whether the action has been corrected, and in that case, not reporting may be the most appropriate action. Note, however, that when an agency/authority does examine a potential ethical issue, fact finding will be its first step. The determination of ethicality requires an understanding of all of the relevant facts, but may still be subject to interpretation.

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

Exploitation

Standard 4E states as follows:

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

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

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

Next, consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients/Former Patients (modified for physical therapist assistants

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

One's ethical decision making process should focus on whether the patient/client, supervisee or student is being exploited. In this context, questions have been asked about whether one can have a sexual relationship once the patient/client relationship ends. To this question, the EJC has opined as follows:

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

.....

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

Colleague Impairment

Standard 5D and 5E state as follows:

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

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

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

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

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

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

Clinical Competence

Standard 6A states as follows:

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

Interpretation: 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise. Further, the physical

therapist assistant may request that the physical therapist serve as a mentor to assist him or her in acquiring the needed knowledge and skills. Additional resources on Continuing Competence are available on the APTA Web site.

Lifelong Learning

Standard 6C states as follows:

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

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourage and contribute to the career development and lifelong learning of himself or herself and others, whether or not the employer provides support.

Organizational and Business Practices

Standard 7 states as follows:

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

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

Documenting Interventions

Standard 7D states as follows:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients/clients

and document related data collected from the patient/client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services

Support - Health Needs

Standard 8A states as follows:

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

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

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Contact: ejc@apta.org

PTA Committee
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A-5

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE: APTA Code of Ethics

PURPOSE: To describe the APTA Code of Ethics for the PTA Program

DESCRIPTION: The professional standards embodied by the COS PTA program are in direct compliance with the American Physical Therapy Association's Code of Ethics.

APTA Code of Ethics

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-09-20-18 [Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

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

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

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

- 2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient/ client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

- 3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the

physical therapist when patient/client status requires modifications to the established plan of care.

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

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
- 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

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

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- 6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning

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

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients

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

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.
- 8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf?navID=10737423626

PTA Committee

APPROVED/REVIEWED/REVISED: 7/2015

A-6

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: ORGANIZATIONAL CHART & DESCRIPTION OF FACULTY ROLES

PURPOSE: To describe the organizational structure within the PTA Program

DESCRIPTION:

Faculty members /Full Time

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. Instructor creativity should allow responsiveness to varied student needs and styles of learning and allow all students to actively participate in the learning process.

SPECIFIC DUTIES

1. Serve as a PTA 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.
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. 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 management 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 to the responsibilities as outlined in the College of the Sequoias faculty handbook.
14. Participate in at least one division committee.
15. Participate in the PTA Pinning ceremony in the spring semester.

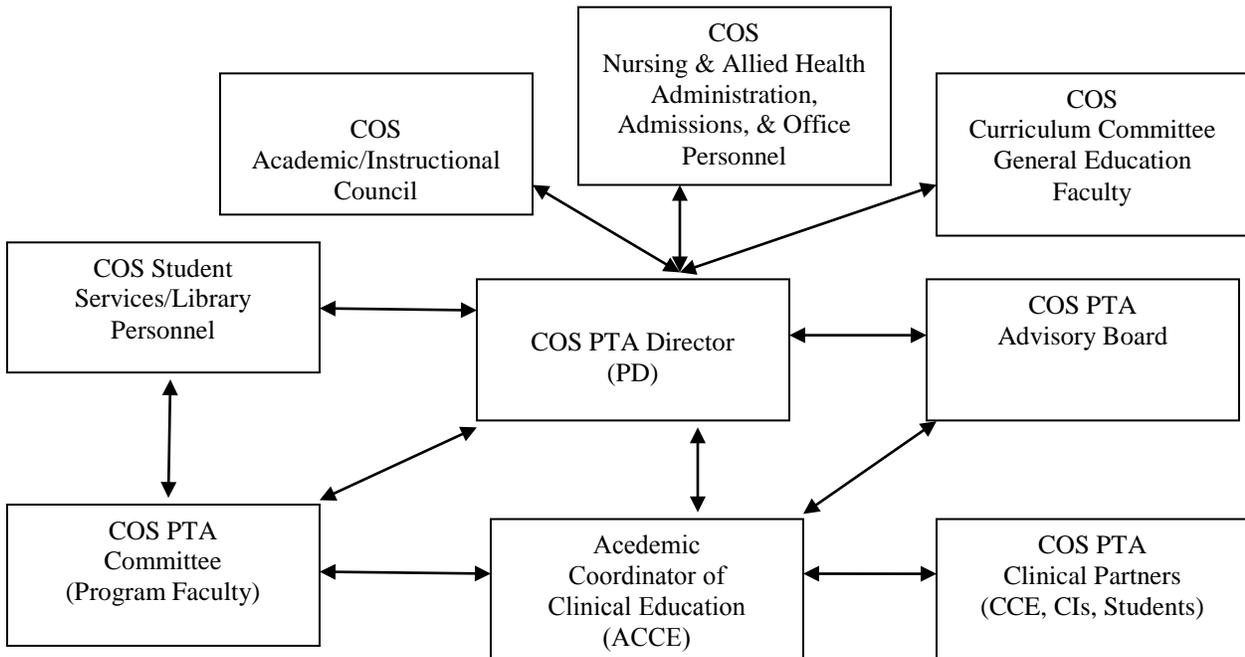
It is assumed that all members of the PTA faculty will:

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

REFERENCE: Organizational Chart (attached)

COS PTA Organizational Chart

Illustrates the directional flow of information contained in the COS PTA Policy and Procedure Manual.



Policy & Procedure Committee

DATE APPROVED/REVIEWED/REVISED: 7/2015

A-7

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant

TITLE: Orientation of New Faculty

PURPOSE: To describe the process of orientation for new PTA faculty members.

DESCRIPTION:

Mentoring

New faculty members participate in an organized COS general orientation process. In addition, as part of the orientation process to the PTA program. New faculty members work with PTA PD 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 attached 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 Program Director.

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 Program Director during the orientation process.

Course Hours:

New faculty members are expected to fulfill mandated lecture and lab hours assigned to each course, otherwise students are deprived of learning experiences. The program hours are 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 and program surveys are utilized. All faculty members are expected to address areas of concern in a timely manner and make necessary improvements as needed.

Faculty Meetings:

Faculty meetings will be held regularly and all full time faculty members are expected to attend and actively participate in these meetings. Faculty decisions will be finalized through group process (majority rules) whenever possible. Each adjunct is asked to attend the End of Semester PTA Faculty meeting.

PTA Program 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 PTA COS website site, <http://www.cos.edu/Academics/Nursing/PTAProgram/Pages/PTA-Student-Handbook.aspx>

Pertinent College-Wide Policies:

New faculty access the Faculty Resources located in Canvas as part of their general college-wide orientation. The new PTA faculty member should review the information and policies, with special interest given to those policies which have applicability in orienting to the PTA Program.

PTA Faculty Handbook:

A Faculty Handbook designed specifically for PTA instructors is located on the Faculty Resource page on the PTA website, <http://www.cos.edu/Academics/Nursing/PTAProgram/Pages/PTA-Faculty-Resources.aspx>
This handbook is a supplement to the college handbook and should be used when completing the Orientation Checklist (attached).

REFERENCE: New Faculty Orientation Checklist located in PTA Faculty Handbook
(See for below)

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 3/2015

COLLEGE OF THE SEQUOIAS
New PTA 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 personal 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 classroom, Computer lab; Skills lab; Adjunct office		
Knows location of instructor mailboxes and communication channels/methods (JM 130)		
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; Canvas tests/finals.		
Reviews self-evaluation process and understands responsibilities; knows deadline dates		
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		
Implements SLO Assessments in Trac Dat each semester		

Orients self to the assigned clinical unit(s) (may need assistance from other faculty)		
Reviews the Clinical Education Manual – Students, CI		
Schedules space as needed; discusses procedure for obtaining needed materials such as VCR, Overhead, etc.		
Reviews PTA Department Policy & Procedure Manual; online at cos.edu/pta		
Receives Faculty Resource Guide and reviews pertinent college-wide policies/procedures		
Knows date/time/location of faculty meetings; Attends all applicable meetings (PTA Committee)		
Schedules and posts personal Office Hours (full time required, optional adjunct)		
Receives instructions regarding syllabus preparation, lesson plan construction, test construction and scoring, and teaching responsibilities		

Orientation Completed: _____ Date _____ Date _____
Instructor *PTA Program Director*

A-8

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Director Job Description

PURPOSE: To outline the duties and responsibilities of the PTA Program Director.

DESCRIPTION: The job description of the Director is as follows:

DIRECTOR JOB DESCRIPTION

QUALIFICATIONS

Qualifications include licensure in California as a PT; a Master's or higher degree from an accredited college or university which includes course work in PT/PTA, education, or administration; 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. CAPTE requires post graduate work in educational administration.

JOB SUMMARY

The Director coordinates and directs the 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 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 and 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 PTA Program 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 Advisory Board.
18. Directs and supervises activities and reports for national, state and local agencies requiring special accreditation for the health professional.
19. Prepares schedule of classes.
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 CAPTE 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. Keeps the ACCE informed of all program activities.
24. Performs other duties as assigned by Dean, Nursing and Allied Health.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 3/2015

A-9

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Academic Coordinator of Clinical Education

PURPOSE: To outline the duties and responsibilities of the ACCE

DESCRIPTION: The job description of the PTA ACCE is as follows:

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 years' 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.

RESPONSIBLE TO

PTA Program Director

SPECIFIC DUTIES

1. Assumes responsibilities for the PTA Program in the Director's absence in accordance with CAPTE rules and regulations.
2. Serves as a member PTA committees and attends Division meetings.
3. Acts as alternate for the Director in attending Director's meetings.
4. Leads faculty meetings.
5. Assists with faculty evaluations.
6. Planning and coordinating clinical placement for faculty and students.
7. Oversees all aspects of Clinical Education. See Job description-Appendix
8. Assists with required CAPTE reports.
9. Coordinates continuing education units for classes provided by the division.

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

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 3/2015

A-10

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant
POLICY AND PROCEDURE**

TITLE: Full time PTA Faculty Job Description

PURPOSE: To outline the duties and responsibilities of the PTA Program Faculty

DESCRIPTION: The job description of the Full time Instructor is as follows:

Full Time FACULTY ROLE

1. Meet the qualification standards as outlined by CAPTE.
 2. Follow Faculty duties as set forth by both the college and the Allied Health Division.
 3. Participate in new faculty orientation activities and complete the orientation Checklist.
 4. Participate in college wide activities and committees as full-time instructors.
 5. Adhere to all PTA Program policies and procedures, as well as all applicable college-wide policies and procedures.
 6. Attend Division and PTA monthly committee meetings as available.
 7. Attend End of Semester meeting to complete SLO Assessments
 8. Be evaluated according to the established COS full time faculty evaluation process.
 9. Implement ongoing Faculty Development plan.
2. Full time faculty will be supported by the Program Director and will meet on a regular basis and as needed.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 4/2015

A-11

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant
POLICY AND PROCEDURE**

TITLE: Adjunct INSTRUCTOR JOB DESCRIPTION

PURPOSE: To outline the duties and responsibilities of the PTA Program Adjunct Instructor.

DESCRIPTION: The job description of the Adjunct Instructor is as follows:

PART-TIME (ADJUNCT) FACULTY ROLE

1. Meet the qualification standards as outlined by CAPTE.
 2. Follow Adjunct duties as set forth by both the college and the Allied Health Division.
 3. Participate in new faculty orientation activities and complete the orientation Checklist.
 4. Be held to the same level of accountability as full-time instructors,
 5. Adhere to all PTA Program policies and procedures, as well as all applicable college-wide policies and procedures.
 6. Attend PTA committee meetings as available; attend End of Semester meeting.
 7. Be evaluated according to the established COS adjunct faculty evaluation process.
3. Adjunct instructors will be supervised by the Program Director.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 4/2015

A-12

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: ACCE and Clinical Instructor (CI) ROLE AND RESPONSIBILITIES
at Clinical Sites

PURPOSE: To describe the coordination between ACCE and Clinical
Instructor's role and responsibilities when providing clinical
instruction.

DESCRIPTION OF FACULTY ROLE AND RESPONSIBILITIES IN CLINICAL FACILITIES:

ACCE will plan, develop, implement, and coordinate for all clinical instruction
and evaluation of students.

ACCE 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.

ACCE 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).

ACCE and CI 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.

ACCE will be available to serve as resource persons to Clinical Instructors in
matters contributing to the quality of patient care.

ACCE will attempt to resolve any problems which may arise with agency personnel
related to student instruction/supervision. If further discussion is warranted, the ACCE
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.

Minimum Qualifications to be a Clinical Instructor (CI)

The Commission on Accreditation of Physical Therapy Education (CAPTE) requires that (Standard 40) "Clinical Instructors are licensed physical therapist or, if permitted by State Practice Act, licensed/certified physical therapist assistants, with a minimum of one year of full time (or equivalent) post-licensure clinical experience and are effective role models and clinical teachers.

The qualifications for a clinical instructor are as follows:

- A minimum of 1 year clinical experience.
- A genuine interest in working with PTA students.
- Good communication skills with students and the faculty of the academic program.
- A willingness to participate/collaborate with the academic faculty in the education of PTA students.
- Demonstrates competence in the area of the particular affiliation emphasis (fundamental skills, orthopedic, neurologic pathologies).
- Current license to practice physical therapy in the state of California
- A supervising PT if the clinical instructor is a PTA.
- Completed the APTA CPI training – 2 hours online

The Clinical Instructor is preferred to have:

- APTA Credentialed Instructor (CI)- recommended
- APTA membership
- Two or more years of clinical experience.
- Previous experience supervising students.
- Continuing education courses related to the particular emphasis of the affiliation (fundamental skills, orthopedic, neurologic pathologies).
- Advanced training/certifications.

CLINICAL EVALUATION FORM

- The ACCE will provide a Self-Assessment survey (3A) at the end of each academic year in May.
- Each Clinical Instructor will evaluate his/her students and submit the completed CPI (4B) electronically and send to the ACCE. Problems identified during the evaluation process should be discussed with facility personnel and with the ACCE, with the expectation of timely problem resolution.
- Each Clinical Instructor will evaluate the ACCE at the end of each academic year in May with the Clinical Instructor/CCE Survey for the ACCE (4A/C).

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 4/2015

A-13

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program and Allied Health

TITLE: CLINICAL INSTRUCTOR (CI) ROLE AND RESPONSIBILITIES IN CLINICAL FACILITIES

PURPOSE: To describe the Clinical Instructor's role and responsibilities providing clinical instruction.

DESCRIPTION OF FACULTY ROLE AND RESPONSIBILITIES IN CLINICAL FACILITIES:

- CI will take the responsibility of becoming oriented to the policies, practices and of each clinic being utilized before taking students.
- CI will review the course outline and student assignment schedule prior to the beginning of each clinical placement.
- CI will be responsible for maintaining current knowledge in observing the policies and regulations of both the college and the clinic as they apply to clinical instruction.

ACCE will be available to serve as resource persons to Clinical Instructors in matters contributing to the quality of patient care and scope of work for the PTA.

ACCE will attempt to resolve any problems which may arise with agency personnel

related to student instruction/supervision. If further discussion is warranted, the ACCE 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. An updated clinical contract must be in place in order for a student to be placed in that clinical facility.

CLINICAL FACILITY EVALUATION FORM

Each Clinical Instructor will evaluate the student using the Clinical Performance Index, CPI (4B). The electronic version is available to CI and is preferred. Hard copies can be used if request is made to the ACCE by the CI.

Each Clinical Instructor will evaluate the clinical education in regards to ACCE in May of each year. 4C will be sent and received electronically. Problems identified during the evaluation process should be discussed with facility personnel and with the ACCE, with the expectation of timely problem resolution.

REFERENCE:

4B- CI-CPI for Student for PTA 150, 160, 161

4A/C- Clinical Instructor/CCE Survey for the ACCE

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 5/2015

A-14

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: STUDENT-FACULTY RATIOS IN THE LAB SETTING

PURPOSE: To describe the rationale and general guidelines for student-instructor ratio maintained during laboratory classes.

DESCRIPTION:

1. The student-teacher ratio for the clinical 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 on how the student is meeting the objectives
 - maximum utilization of the resources in the lab setting

2. First, Second and Third semester : Students take courses that have both lecture laboratory setting. Each lab is assigned one instructor throughout semester in order to provide for close teacher contact and supervision of the inexperienced student.

Lab Safety: Lab Safety Manual (red binder) in each lab that provides guideline for a safe lab learning environment. Lab manuals include equipment information, safety guidelines, and MSD sheets

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 5/2015

A-15

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: CLINICAL INSTRUCTOR and FACILITY EVALUATION

PURPOSE: To describe the process for ongoing evaluation of clinical training sites by the COS PTA Program.

DESCRIPTION:

1. Each student will evaluate all clinical training sites utilized by that instructor for the purpose of identifying areas of student and/or instructor concerns.
2. Evaluations will be conducted at the end of the Spring semester (April-May) each year.
3. Students will utilize the Student CI/Facility Survey (1D) provided by the PTA Program
4. Areas of concern identified on the evaluation form will be communicated to both the ACCE and to the facility contact person/CCCE with the goal of problem resolution.
5. Completed Facility Evaluation forms will be submitted to the ACCE when completed each year.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 5/2015

A-16

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: SKILLS LAB – PTA 400

PURPOSE: To describe the resources available to students for lab skill practice and the process for coordinating these resources.

DESCRIPTION:

1. The PTA program maintains a practice laboratory which is open to students and instructors, and which has the following functions:
 - A. Enhances the PTA curriculum by providing learning activities which reinforce psychomotor objectives.
 - B. Provides an environment within which students can practice psychomotor skills prior to performing these skills in actual patient-care settings.
 - C. Provides a mechanism for the remediation of clinical skills when students need extra training opportunities. Attached is a copy of the Remediation Form.
 - D. Assists students in completing psychomotor objectives.
2. The skills lab provides the following resources for students and instructors:
 - A. Availability of all equipment necessary to practice psychomotor skills.
 - B. Audio-visual equipment (iPads) for viewing media based material.
 - C. Equipment and supplies for practicing procedures (i.e. BP cuff, goniometers, modalities, transfer equipment, gait training equipment, etc)
 - D. Anatomical and clinically-focused models, charts, and diagrams
 - F. Skills lab instructors to provide one-on-one and group instruction and tutoring during scheduled hours
3. Skills lab activities, equipment, and supplies are coordinated by the PTA Director.

REFERENCE: Skills Lab Remediation Form

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 9/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

SKILLS LAB REMEDIATION FORM

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

A-17

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: FACULTY ABSENCE

PURPOSE: To describe the procedure for reporting faculty absences and for providing substitute instruction.

DESCRIPTION:

1. When an instructor must be absent from lecture or lab assignments, the instructor will follow this procedure:
 - A. Notify the program Director of the absence.
 - B. Notify 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.
 - D. If learning activities must be cancelled because no substitute can be arranged, the instructor must schedule make-up activities for students in order to meet learning objectives, such as online assignments, projects, or group activities.

2. This procedure applies to both full-time and adjunct instructors.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 9/2015

A-18

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Course Selection Process for the PTA Program

DESCRIPTION: The course selection process follows Article VIII "Workload" 8.2.3.4.2 Step 2 of the COSTA Master Agreement. As stated in the contract, members of each department/division will determine their class schedules according to a collaborative method of selection determined by the department/division.

The PTA program course selection process is as follows:

1. Courses will be chosen by seniority, within approved teaching areas.
2. All full time faculty will reach load (1.0 FTE or 15LHE) in the core course of the PTA program.
3. Once all full time faculty have made their load, then anyone desiring overload may choose additional course. The most senior faculty will have first choice and the most any faculty member may choose for overload at any one time is 0.375 FTE.
4. Once all full time faculty are satisfied with course load, remaining lecture and /or lab sections will be made available to adjunct faculty. The most senior adjunct faculty will have first choice.
5. Each full time faculty member who has a lecture assignment must also lead laboratory instruction related to that lecture assignment.
6. Any faculty member who creates/develops a course may continue to teach that course until they no longer want that assignment.
7. Any faculty who request a change to their load after the course selection process is completed must do the following:
 - a. Meet with the Division chair and/or director to discuss change request (If the change involves other faculty, both faculty must meet with the Division Chair and/or Director).
 - b. In person at a team faculty meeting, present the change request to the faculty team(s) that is/are effected by the changes.
 - c. Request a change through the PD/Division Chair.

However, should a dispute in class selection arise that cannot be settled by collaboration and conciliation, that dispute shall be settled on the basis of seniority. For any faculty member, use of this type of seniority privilege shall be restricted to one class per semester.

PTA Committee

Date Approved/Reviewed/Revised: 9/2015

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE Faculty Communication

PURPOSE: To describe the means by which all full time PTA faculty maintain contact and share information in the PTA program

DESCRIPTION:

The PTA program faculty use COS email as the formal communication method. The W: Drive offers a convenient, secure site for access to confidential documents and information. It is crucial that every faculty member frequently checks this site for new information. The COS PTA website also maintains a Faculty Resource page.

Information and location include:

1. Program committee agendas and minutes – email
2. Course outlines and course syllabi- also housed on Trac Dat
3. Student rosters – W: drive
4. Weekly classroom calendar – www.cos.edu/pta
5. PTA program and COS forms – www.cos.edu/pta
6. Policies and procedures – www.cos.edu/pta
7. Surveys/Assessment Data – U:drive
8. Student Handbook/Clinical Education Manual – www.cos.edu/pta
9. Faculty Handbook/Clinical Instructor Manual - www.cos.edu/pta
10. Clinical Placement – EXAAT

Each faculty member is responsible for insuring that all pertinent semester documents are uploaded to Trac Dat; PTA secretary will keep PTA syllabi and maintain updated student and faculty files.

Email

All PTA faculty utilize the COS email system for effective communications. It is each faculty member's responsibility to frequently check his/her email for new information and communications. Failure to do so may result in missed deadlines, and loss of important information that may be crucial to the smooth operation of the PTA program.

PTA Committee

Date Approved/Reviewed/Revised: 9/2015

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE: Excellence in Physical Therapy Award

PURPOSE: To describe the yearly process for nominating and selecting a PT/PTA/Clinic who the COS PTA program faculty believe has made outstanding contributions to PTA student learning and success, to the physical therapy profession, and/or to the community.

DESCRIPTION:

CRITERIA FOR SELECTION:

1. Must be a licensed PT or PTA/Clinical setting providing PT services.
2. Must practice Physical Therapy.
3. Cannot be on the PTA faculty of the COS.
4. Must have made outstanding and significant contributions in one or more of the following areas:
 - to the profession of Physical Therapy
 - to COS PTA student learning and success
 - to the community

SELECTION PROCEDURE:

1. Any COS PTA faculty member can nominate a PT/PTA candidate by completing the Nomination Form (see attached) and submitting it to the program Director between March of each year.
2. Information about the candidate should be ascertained without indicating to the candidate that he/she is being nominated.
3. Nominees will be presented and voted on by the entire faculty at the March faculty meeting.

PROCEDURE FOR BESTOWING THE AWARD:

1. The nominee selected as the PT/PTA of the Year will be recognized at the May pinning ceremony.
2. The recipient of the award will receive a commemorative obelisk or other such token of appreciation.

REFERENCE: Physical Therapy Excellence Award Nomination Form

PTA Committee

APPROVED/REVIEWED/REVISED: 10/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

PHYSICAL THERAPY EXCELLENCE AWARD

NOMINATION FORM

Name _____ PT () PTA() Yrs in PT _____

Place of Employment _____ Job Title _____

Educational Background _____

I. Contributions to PTA Student Learning and Success

A. Contributions to the PTA program as a whole:

B. Contributions to individual student learning and success:

II. Contributions to the Physical Therapy Profession

A. Professional Organizations, Memberships, Leadership Roles, etc.

B. Contributions to organizations where employed:

III. Contributions to the Community

A. Civic/community organizations:

B. Specific community contribution

IV. Qualities and Attributes as a Role Model

V. Other Comments

Name of Person Nominating _____ Date _____

Submit Completed Form to Program Director by March PTA Meeting

B1

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: INFORMING STUDENTS OF PROGRAM CHANGES

PURPOSE: To describe the process for informing PTA students of program changes.

DESCRIPTION:

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 at PTA Student Orientation.

Changes in the PTA program, policies, and procedures will be announced to each class by the PTA instructors and copies describing such changes will be distributed to each student individually in written form via email and updates on the COS PTA website, www.cos.edu/pta in the PTA Policies and Procedures Manual.

Instructors and the program Director will be available to answer questions regarding any changes.

PTA Committee
APPROVED/REVIEWED/REVISED: 10/2015

B-2

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program
POLICY AND PROCEDURE**

TITLE: STATEMENT OF NON-DISCRIMINATION

PURPOSE: This statement reflects the Program's position against discrimination and its commitment to adopting and supporting the non-discrimination policy of the College of the Sequoias.

DESCRIPTION:

COS is committed to providing an academic and work environment free of unlawful discrimination and harassment. The definition of unlawful discrimination and harassment is defined as discrimination or harassment on the basis of ethnic group, identification, national origin, religion, age, sex (i.e. gender), race, color, ancestry, sexual orientation, physical or mental disability, or the perception that a person has one or more of the foregoing characteristics. This is 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.

PTA Committee

APPROVED/REVIEWED/REVISED: 10/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: STUDENT ACCOUNTABILITY AND COMMITMENT

PURPOSE: The purpose of this policy is to describe the accountability and Commitment required by students in the PTA program.

DESCRIPTION: The PT/PTA 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 functions under the licensure of their Clinical Instructor. Accountability is the quality or state of being responsible and answerable for one's decisions, actions, and behaviors. PTA committed to interpersonal caring hold themselves accountable for the well-being of clients entrusted to their care and are accountable to their patients and their colleagues. They are legally and ethically responsible for any failure to act in a safe and prudent manner. This privilege means that they also assume legal and ethical responsibility for safe and effective performance at all times. Standards of practice have been developed by the State Boards of Physical Therapy 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 practice their skills with commitment and with personal integrity. It means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires physical therapy knowledge and skills, she/he will assume professional 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 practice. In PTA, 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:

- a. sharing ideas, learning experiences, and knowledge,
- b. upholding the philosophies and policies of the college, the PTA program, the clinical agencies within which the student practices, and the California Board of Physical Therapy.
- c. maintaining the highest ideals, morals, personal integrity, and ethics possible.
- d. 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 and professional satisfaction of knowing that she/he is doing everything possible to promote trustworthiness in both conduct and actions.

REFERENCE: APTA Code of Ethics for the PTA
 ATPA Guide of Conduct for the PTA

PTA Committee

APPROVED/REVIEWED/REVISED: 11/2015

B4

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: STUDENT LEGAL AND ETHICAL REQUIREMENTS

PURPOSE: To provide guidelines for the PTA student regarding legal and ethical requirements to clients, to clinical facilities, to the PTA program, and to faculty.

DESCRIPTION: 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 PTA Program Director and/or ACCE, 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 nursing 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. Act professionally
12. Be responsible for reading and familiarizing self with printed college and PTA department policies and procedures.
13. Be aware that continued violations of this policy may be grounds for dismissal from the PTA program.
14. Maintain current documentation in the PTA program office. Failure to do so will result in dismissal from clinical experiences until the information is received.
 - a. Driver's license and insurance
 - b. TB skin testing
 - c. Current immunization (includes annual flu shot)
 - d. Current CPR card
 - e. Background clearance

PTA Committee

APPROVED/REVIEWED/REVISED: 11/2015

B5

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program
POLICY AND PROCEDURE**

TITLE: Standards of Student Clinical Conduct

PURPOSE: This outlines the policy regarding student conduct and responsibility in the clinical setting.

PROCEDURE:

1. PTA services may be rendered by a student when these services are incidental to the course of study if the student is enrolled in a CAPTE approved pre-licensure program of PTA.
2. PTA students are held to the same standards of care as those rendered by the graduate PTA. PTA care is measure against the California State board of Physical Therapy PTA Practice Guidelines.
3. Every person has the right to expect competent care even when such care is provided by a student as part of clinical training.
4. 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 the student conduct, clinical performance, and patient safety.
5. A student may be refused access to any clinical facility for infractions of facility rules and regulations.
6. 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 document 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.

REFER TO: PTA Practice Guidelines – Physical Therapy Board of California

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I8259E420D48D11DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)&bhcp=1&ign](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I8259E420D48D11DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)&bhcp=1&ign)

PTA Committee

APPROVED/REVIEWED/REVISED: 11/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: IMAGE OF THE PTA STUDENT

PURPOSE: This policy describes the standards of professional behavior appearance required of all COS PTA students.

DESCRIPTION

Student Attire for Direct Patient Care

Only the COS approved student uniform is to be worn in the clinical area or for special events as designated by the Director, ACCE, or faculty, according to the following specifications:

1. Uniforms are to be clean, pressed, and in good repair at all times.
2. Uniforms should not be worn outside the clinical area (i.e. to a place of employment, to the grocery store, while shopping, etc.).
3. Shoes are to be closed toed/closed back. No open back clogs, canvas tennis shoes, high tops, boots, or shoes with open heels are permitted. Shoes and laces must be clean and in good repair at all times. Dress socks must be neutral color and coordinated with pants.
4. A wrist watch with a second hand and name badge is considered essential parts of the uniform.
5. Hair should be clean, styled conservatively, and up off the neck/collar. Only neutral-colored, plain hair clips may be worn. Ribbons, colored bands, or other hair ornaments are not allowed.
6. Acceptable jewelry is limited to a wedding ring/set and one pair of small studs for pierced ears. Visible pierced areas other than earlobes may not be ornamented, including the tongue.
7. All visible tattooing must be covered (see student handbook).
8. Gum chewing is not permitted while wearing the school uniform or professional attire with the short lab coat.
9. Cologne and scented cosmetics CANNOT be worn when providing patient care as these scents may be offensive to an ill patient.
10. The breath of a student who smokes may be offensive to patients. The scent of smoke should not be detectable on the breath or clothing.

11. The approved short lab jacket may be worn in the clinical setting but not while engaged in direct patient care.
12. The approved uniform top must be worn while in the clinical setting and while providing direct patient care. The program jacket may not be worn as a substitute for the uniform top.
13. The COS-issued name badge must be worn and visible at all times while the student is in a clinical facility (whether dressed in uniform or lab jacket).
14. The fingernails are to be kept short, clean, and well-manicured. Students may wear only clear, white or neutral shades of nail polish, but old nail polish must be removed every four (4) days and new polish applied. Artificial nails of any type must not be worn while providing direct patient care.
15. Some clinical areas may have more stringent requirements. The students will follow their clinical guidelines.

Student Attire for Clinical Experiences Outside the Hospital

1. The student must wear professional clothing, this includes the COS polo shirt and the COS-issued name badge. Professional clothing may include skirts, or pants (ankle length), in good repair which fit properly and are clean and pressed, and represent conservative attire. Length of skirts must be no higher than the knees and stockings are required. Jeans, denims, sweatshirts, sweatpants, Capri pants, tank tops, low-cut tops or dresses, halter-tops, miniskirts, and jumpsuits are not considered professional attire. Lab jacket or Vest optional.
2. See items 5 – 9 in the previous section

Professional Behaviors

The COS PTA student is expected to conduct him/herself in a professional manner at all times while in uniform and/or while representing the school. The following standards of professionalism are considered mandatory for all PTA students:

1. Preparation (for both lectures and clinicals)
2. Effective communication (both verbal and non-verbal)
3. Enthusiasm/positive attitude
4. Effective team work/cooperation
5. Accepts and benefits from constructive criticism
6. Recognition of the impact of one's behavior on others, especially patients; modification of inappropriate behavior
7. Accountability/ legal and ethical responsibilities
8. Respectful and courteous at all times
9. Punctual

Failure to Meet These Standards

If, in the estimation of the Director, ACCE, and/or faculty, the student fails to maintain these standards, the student will be counseled and placed on a professional development program. The student may be sent home from a clinical setting and charged with a clinical absence if not exhibiting professional behaviors. Continued violations of this policy can result in course/clinical failure.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 12/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program
POLICY AND PROCEDURE

TITLE: STUDENT ACTIVITIES

PURPOSE: This policy provides guidelines for a variety of student activities in which questions arise regarding standards.

DESCRIPTION:

Student Activities

Students who wish to do so are invited to join appropriate student PTA organizations. Students are encouraged to participate in both class and departments activities. Students are also encouraged to participate in college and community organizations, clubs, and activities as much as possible.

Class Officers

Each class may elect class officers for the PTA student club. Club officers will coordinate class activities as desired by their classmates and represent their class at student body meetings.

Outside Activities

This is a professional program and therefore 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. 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.

Transportation

Each student must have unlimited access to reliable transportation and possess a valid California driver's license. It may be necessary to drive to a clinical site several days per week. Carpooling is encouraged as much as possible, but clinical assignments cannot always be made according to convenient geographical locations. Students will be expected to travel at least one hour from the Visalia COS campus for some of their clinical affiliations.

Student to Instructor Email

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

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 12/2015

B-8

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: GUIDELINES TO PREVENT TRANSMISSION OF
INFECTIOUS DISEASE

PURPOSE:

The management of issues related to infectious diseases in Allied Health education 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.

PROCEDURE:

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 PTA practice.
 - 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. Treat all linen soiled with blood/body secretions as potentially infectious.
8. Process all bodily fluids as potentially infectious.
9. Follow agency policy regarding resuscitation during respiratory arrest.

OSHA Guidelines following Percutaneous or Per mucosal Exposure

A significant occupational exposure is defined as:

- A needle 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 PTA Program Director.
 - 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.

REFERENCE: Notice of Accidental Exposure (Attached)

PTA Committee
Date Approved/Revised/Reviewed: 12/2015

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

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

B-9.A

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: HEPATITIS B VACCINATION

DESCRIPTION:

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 strongly advised to:

- A. Present documentation of a completed HBV immunization series OR an HBV immunization series in progress prior to clinical contact with patients.
- B. Students who present documentation of HBV series in progress must validate completion of the series within the length of time prescribed by the manufacturer.
- C. Student demonstration positive HBV titers are exempt from the requirement. The student is responsible for presenting evidence of the titer level.
- D. 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.
- E. See Guidelines to Prevent Transmission of Infectious Diseases for definition of exposure incident and the procedure following exposure.

NOTE: The COS Physical Therapist Assistant Program participates in the San Joaquin Valley Education Computerized Clinical Placement Consortium. A completed Hepatitis B immunization series is mandatory for clinical placement. Students who refuse vaccination for any reason may be prohibited from participating in clinical experiences at agencies utilized by the COS PTA program. Students' inability to meet the clinical component and objectives of the program, could result in dismissal from the COS Physical Therapist Program.

REFERENCE: Student Health Form

PTA Committee

Date Approved/Revised/Reviewed: 1/2016

B-9.B

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: Influenza Immunization

DESCRIPTION:

Influenza is a highly transmissible virus following percutaneous exposure and poses a risk to health care workers. A means of preventing Influenza infection is immunization.

Students are strongly advised to:

- a. Present documentation of a completed Influenza vaccination
- b. See Guidelines to Prevent Transmission of Infectious Diseases for definition of exposure incident and the procedure following exposure.

NOTE: The COS Physical Therapist Assistant Program participates in the San Joaquin Valley Education Computerized Clinical Placement Consortium. A completed Influenza immunization is mandatory for clinical placement. Students who refuse vaccination for any reason may be prohibited from participating in clinical experiences at agencies utilized by the COS PTA program. Students' inability to meet the clinical component and objectives of the program could result in dismissal from the COS Physical Therapist Program.

REFERENCE: Student Health Form

PTA Committee

Date Approved/Revised/Reviewed: 1/2016

**Physical Therapist Assistant Program
Informed Refusal /Immunization Declination Form**
To be completed by student

Name: _____ Sex: Male Female Birth
Date: _____

Address: _____ City/State/
Zip: _____

Phone: _____ Email: _____

**The following are accepted reasons for declination
and must be accompanied with written proof**

Allergic Reaction – Letter/note from Medical Doctor
Medical Reasons – Letter/note from Medical Doctor
Religious Reasons – Letter from religious leader

I understand that my exposure to patients, blood, or other potentially infectious materials at healthcare facilities with the following vaccine preventable diseases puts me at risk of acquiring disease. I have had the opportunity to be vaccinated, however, I chooses to decline the vaccinations(s) checked below at this time. I understand that by declining vaccine protection I continue to be at risk of acquiring the disease.

MMR

Reason for Declination _____

In refusing to receive the above listed vaccines, I am assuming full responsibility for costs incurred should I sustain an exposure during my enrollment in the Physical Therapist Assistant Program. I also understand that refusal to receive the vaccine may prohibit me from participating in clinical experiences at agencies utilized by the COS Physical Therapist Program (per the San Joaquin Valley Education Computerized Clinical Placement Consortium). This will result in my inability to meet the clinical component and objectives of the program, which could result in dismissal from the COS Physical Therapist Program.

If I should sustain exposure, I will provide the Physical Therapist Director documented evidence of medical follow-up within seven (7) days of exposure.

Student Signature: _____ **Date:** _____

Printed Name:

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: PREVENTION OF TRANSMISSION OF HIV/AIDS

DESCRIPTION:

This policy conforms with the College of 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:

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

Since prevention is the only means of controlling HIV, it is imperative that students be aware of prevention guidelines. The current Centers for Disease Control guidelines and recommendations for preventing transmission of HIV, Hepatitis B, and Hepatitis C during exposure-prone invasive procedures outlines the scientific basis for useful approaches to disease prevention. Refer to these website for information on prevention.

<http://www.cdc.gov/hiv/>
<http://www.cdc.gov/hepatitis/>

PTA students may enter school without an understanding of the risk of HIV or of the CDC guidelines. As novice practitioners with limited skills, students may have a greater risk of personal injury with sharps, increasing their risk of exposure to HIV.

Guidelines for Prevention of HIV include the following:

- a. Students will be provided with current information regarding personal health habits, HIV transmission and risk behaviors, and preventive measures as part of their student orientation (PTA Student Handbook)
- b. Students will receive written and verbal information and instructions on universal precautions in accordance with CDC guidelines.

<http://www.cdc.gov/hiv/>
<http://www.cdc.gov/hepatitis/>

- c. 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:

- a. All PTA personnel are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No PTA 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.
- b. Students and faculty will follow rules of confidentiality and individual rights which apply to all clients.

Guidelines for Exposure to HIV include the following:

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

REFERENCE: Notice of Accidental Exposure

PTA Committee

Date Approved/Revised/Reviewed: 1/2016

B-11

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: CLINICAL INJURY OR ILLNES

PURPOSE: This policy describes the procedure to be followed when a student is injured or becomes acutely ill during a clinical assignment.

DESCRIPTION:

When a student receives an injury or becomes acutely ill in the clinical setting, the 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:

- Emergency Room: used for treating injuries/illnesses requiring immediate assessment and treatment (i.e. trauma).
- Employee Health Service: if available, may be used to provide a record of the injury and/or illness.
- COS Student Health Service: used for immunization, counseling, follow up, etc.
- 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.
- 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-8).

The CI will then notify the ACCE and/or Program Director 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. COS Student Insurance is a secondary provider for injuries occurring during clinical 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.

REFERENCE: Guidelines to Prevent Transmission of Infectious Disease (B-8)
Notice of Accidental Exposure to Infectious Agent Form
Prevention of Transmission of HIV/AIDS (B-10)
Claim Filing Instructions (COS Student Insurance)

PTA Committee
APPROVED/REVIEWED/REVISED: 1/2016

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: PTA Pinning Ceremony

PURPOSE: The purpose of the PTA Pinning Ceremony is to recognize PTA students' successful completion of the requirements for the Associate of Science degree in Physical Therapist Assistant and their qualifications as candidates to sit for the licensing exam as a PTA. **This is a COS PTA Program** activity and it is meant to be a culminating experience for PTA students and their families and friends, as well as PTA faculty. **The College of the Sequoias Associate Degree PTA Pinning ceremony is the faculty's and staff's gift to the graduating students.** This ceremony is in addition to the COS graduation exercise held every year in May.

PLANNING:

- Some classes wish to add individual touches. If you have new ideas you wish to incorporate, the faculty will consider them.
- Second year class members should schedule an initial planning meeting with the Director no later than the end of the third semester.
- Class members are responsible for coordinating all student activities and serving as a liaison between the class and the PTA Program.
- The Director should be kept informed of all discussions and plans, either through formal meetings or written memos.

SPEAKERS:

Opening and closing remarks must not exceed 2 to 5 minutes each. Speeches can include topics such as the value of PTA education and the significant growth and enrichment achieved as a result of the college experience. It may not be religious in nature, other than in the very broadest sense. Since our students and/or college represent all religions, it must be acceptable to everyone. Speakers may use poems and famous quotations, citing the authors. Speech content must be approved by the PTA Program Director.

PROGRAM FORMAT:

The usual format for PTA pinning ceremonies is as follows:

- | | |
|--------------------------|--|
| ○ Processional | Students march in to "Pomp and Circumstance" |
| ○ Welcome/Introductions | Director |
| ○ Welcome | COS Administrator |
| ○ Opening | Student Speaker * |
| ○ Video Presentation | Optional Class Video Montage with Music * |
| ○ Presentation of Awards | Director |

CLASS PICTURE:

This is an **optional** activity depending on class consensus. All costs of the picture are the responsibility of the students. The picture can be no larger than **25 X 21 (including the frame)**.

FUNDRAISING:

All fundraising, collection of dues or any requests for money from students must be approved by the Director. Money collected as students of the COS PTA Program may only be used for costs associated directly with Pinning ceremony or graduation and/or philanthropic goals.

PTA COMMITTEE

APPROVED/REVIEWED/REVISED: 2/2016

B-13

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: TRANSFER CREDIT

PURPOSE: This policy describes the procedure for obtaining transfer credit for courses taken at another school and which are required for entrance into the COS PTA Program.

DESCRIPTION:

The College of the Sequoias transcript evaluator will make the determination about the transferability of general education and pre-requisite courses taken at other institutions.

Science courses previously taken must be comparable to those offered at COS.

Credit for general education courses will be granted according to the college policy.

If it is unclear if a course from another institution is equivalent to a course in the COS catalog, the student will provide the transcript evaluator with a course outline. The transcript evaluator, the PTA Program Director, and a COS faculty member who teaches the comparable course at COS, will confer to determine whether the other institution's course is transferable to COS.

Candidates must meet the standard COS PTA Program entrance requirements.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 2/2016

B-14

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: STUDENT GRADING

PURPOSE: To describe the policy for grading PTA students' lecture and lab performances.

DESCRIPTION:

Students will receive a numerical grade in each PTA course and a Pass/Fail in Clinical Education I, II, and III. Any student who does not receive at least a "C-" grade or a "Pass" grade for clinical will fail the course. Examination grades will be posted following testing via classroom management system. Grades will be posted no sooner than 24 hours and no later than 1 week following a test.

Grades will be assigned on the following scale:

ANY STUDENT WHO DOES NOT RECEIVE AT LEAST 70% OR C- GRADE FOR THE COURSE AND A PASS GRADE ON THE FINAL LAB PRACTICAL WILL FAIL THE COURSE.

S - Standard Grading A-F (No rounding up)

- 1.A = 93-100%
- 2.A- = 90-92.99%
- 3.B+ = 87-89.99%
- 4.B = 83-86.99%
- 5.B- = 80-82.99%
- 6.C+ = 77-79.99%
- 7.C = 73-76.99%
- 8.C- = 70-72.99% (Last Passing Grade for the Program)
- 9.D+ = 67-69.99% (Fail Program)

NOTE: Grades are NOT rounded up. A grade of 71.5 is not rounded up to 72%

Instructors will notify students in writing of failing status at midterm before the drop date. Students will be notified of their options at that time:

- A. Withdraw prior to the deadline so that the student's grade will be a "W".
- B. Continue in the program with the understanding that if the student's scores do not improve, he/she could receive 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 Index(CPI).

REFERENCE: Evaluation of Clinical Performance/CPI (Policy B-15)
Standards of Clinical Conduct (Policy B-5)

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 2/2016

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: EVALUATION OF CLINICAL PERFORMANCE:
Clinical Performance Instrument (CPI)

PURPOSE: 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.

DESCRIPTION:

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 curriculum outcome. These outcomes include caring, safety, psychomotor skills, critical thinking, communication, health teaching, growth, development and adaptation, and legal, ethical and professional practice.
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. 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.
6. 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 CPI. The instructor will complete a facility incident report/ form as required by the clinical agency.
7. The student who has failed clinical will be referred to the PTA Program Director to discuss the failure.
8. If a student questions the failure, he/she will be directed to the "Student Grievance Procedure" located in the Student Handbook.
9. 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 Student Manual plus a working copy during the first week of PTA 150 class.
- b. During each clinical rotation (or at the midterm and end of 1st 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. The student will complete the self-evaluation on his/her working copy of the CPI.
- c. 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.
- d. 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.
- e. As specified Failure of a clinical education course is based on:
 1. Failure to pass each specific red flag criteria
 2. Failure to meet all minimal standards on all 14 CPI objectives.
 3. Failure to complete a successful remediation plan.

Failure of a clinical education course means that student is not able to progress further in the PTA program

REFERENCE: APTA PTA Clinical Performance Instrument (Appendix)
Critical Incident Report (Policy B-17)

PTA Committee
DATE APPROVED/REVIEWED/REVISED: 3/2016

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: ABSENCE AND TARDY POLICY

PURPOSE

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

Tardiness is disruptive to the learning of others and is not acceptable for professional PTAs. A student will receive a warning email after the third late arrival and subsequent tardiness can be grounds for dismissal. A student who is tardy on a test day will not be allowed to enter the classroom until after the testing is completed. The student will be counted absent for the time during which the test was conducted.

ABSENCE POLICY

A. Reporting an Absence

Students are expected to attend all scheduled courses and clinical classes. In the event of illness or family crisis, the 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 Program Director or 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 for the PTA program.

B. Clinical Absences

Contact ACCE Clinical facility.

C. 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. The student may receive an alternate test version.

D. Make Up Test Format

The instructor whose test was missed will determine the testing format for the make-up test (i.e. multiple choice, essay, care plan construction, etc.).

E. 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. The student will be encouraged to apply for readmission to the course on a space-available basis. Withdrawal from the course will be the responsibility of the student.

Clinical Attendance:

- A. This is a **POSITIVE ATTENDANCE CLASS** for which students are expected to do a **TOTAL OF 680 CLINICAL HOURS** by the end of the fourth semester. All clinical hours missed due to illness must be made up.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 3/2016

B-17

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: CRITICAL STUDENT INCIDENT

PURPOSE: This policy describes the procedure for managing and documenting critical violations in students' classroom/laboratory/clinical performance.

DESCRIPTION:

1. 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.).
2. Examples of serious/critical adverse occurrences include, but are not limited to, the following:
 - a. serious errors endangering or having the potential to endanger a patient
 - b. negligent acts resulting in endangerment to another
 - c. violations of agency and/or school policies and procedures which endanger another
 - d. evidence of being under the influence of drugs/alcohol during clinical rotations
 - e. falsification of information
 - f. demonstration of unprofessional behavior to academic or clinical faculty.
3. The critical incident shall be immediately reported to all appropriate parties including the ACCE and Program Director.
4. The clinical instructor and the ACCE shall confer to discuss the nature of the incident and its severity.
5. The student may not continue to participate in clinical experiences until he/she has been cleared by the instructor.
6. Based on the seriousness of the incident, the student may receive a grade of "Fail" for the clinical portion of the course.
7. 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.
8. 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.

REFERENCE: Critical Student Incident Form (Attached)

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 3/2016

College of the Sequoias
Physical Therapist Assistant Program
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:

Reviewed by Director:

Directors Signature *Date*

Original to Director then Student File Copy to Student

**COLLEGE OF THE SEQUIOIAS
Physical Therapist Assistant Program**

TITLE: UNACCEPTABLE ACADEMIC OR CLINICAL BEHAVIOR

PURPOSE: This policy describes those classroom behaviors which are considered unprofessional and unacceptable, the procedure for reporting such behavior, and the consequences to the student who engages in such behavior.

DESCRIPTION:
Unacceptable behavior/conduct includes, but is not limited to, the following:

1. Interference with the learning of others.
2. Excessive tardiness.
3. Interruptions by excessively talking during class.
4. Intimidation of students and/or faculty (angry, hostile, or violent behavior).
5. Inappropriate/provocative dress/appearance.
6. Use of cell phones or texting during class time.
7. Dishonesty.
8. Sexual harassment.
9. Use of vulgar/obscene language.
10. 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.

If an instructor identifies a student who is demonstrating any unacceptable classroom or clinic 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 and/or ACCE of the incident, and document the incident using the report form. The instructor (along with the ACCE and/or 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.

REFERENCE: Unacceptable Behavior Incident Report

PTA Committee
APPROVED/REVIEWED/REVISED: 4/2016

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

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** _____
Signature

Student _____
Signature

Director's Comments:

Date _____ **Director Signature** _____

Original to Director then Student File Copy to Student

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: STUDENT DRUG AND ALCOHOL TESTING

PURPOSE: To describe the COS PTA program's policy regarding drug and alcohol screening of applicants and currently enrolled students.

DESCRIPTION:

The College of the Sequoias PTA program maintains contractual agreements with clinical agencies used in the education of PTA students. These agencies require drug and alcohol testing of employees and students. For incoming PTA students, drug and alcohol screening is required as part of the post-admission process. 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 post-admission process. If the applicant fails to appear for the post-admission 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. Failure to appear for testing will be grounds for immediate dismissal from the program.

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 Examiners 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. Failure to appear for testing will be grounds for immediate 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 Program Director will have access to the file.

REFERENCE: Student Permission for Drug and Alcohol Screening Form (Attached)

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 4/2016

COLLEGE OF SEQUIOIAS

Physical Therapist Assistant Program

STUDENT PERMISSION FOR DRUG AND ALCOHOL SCREENING

I have received a copy of the COS PTA Program's policy regarding drug and alcohol screening and I fully and completely understand this policy.

I agree to submit to a pre-admission drug and alcohol screening test as a condition for admission into the PTA program.

I also agree to immediate monitored drug and alcohol testing upon request by the PTA Director and/or a PTA instructor, such request having been made because of a reasonable suspicion and/or probable cause that I am/was under the influence of drugs and/or alcohol while attending clinical activities.

I understand that failure to appear for any requested/required drug and alcohol screening tests will result in either the rescinding of my application to the nursing program or dismissal from the program.

I also understand that all information regarding my drug and alcohol screening (such as requests, test results, and consequent actions) will be kept confidential at all times and will only be released by my written consent.

I further understand that this policy and my permission for testing will remain in effect throughout my program of PTA studies from admission into the program through graduation from the program.

Print your name: _____

Student Signature

Date

*Original to Student File
Copy to Student*

B-20

COLLEGE OF SEQUOIAS
Physical Therapist Assistant Program

TITLE: EARLY ALERT (MIDTERM WARNING)

PURPOSE: To describe the policy for notifying students of failing grade status at the mid-point of the semester.

DESCRIPTION:

The college utilizes an “early alert” program to notify students at the mid-point of the semester should their midterm grades fall below passing (<70% for the PTA Program). Consistent with this practice, the PTA Program notifies a failing student by way of a notification form (see attached) which includes suggestions for improving the theory grade (i.e. study group, tutoring, and meeting with instructors).

Included in the notification are the final drop date and a statement reminding the student of his/her options (dropping/withdrawing or continuing with the possibility of a failing grade and its effects on GPA, class standing, etc.).

The instructor of the course will be responsible for preparing and sending a midterm warning form to each failing student at the mid-point of the semester (following midterm examination), thru the COS Early Alert System. An email will be sent out to the Program Director for each student placed on Early Alert.

The Program Director will then meet with each PTA student placed on Early Alert to establish a PTA Student Remediation Plan. This will be placed in the students PTA file.

REFERENCE: Midterm Warning Notification Form

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 4/2016

B-21

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: STUDENT GRIEVANCE

PURPOSE: To describe the procedure a PTA student follows when filing a grievance.

DESCRIPTION:

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, faculty 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.

Students Rights and Responsibilities are described in the COS 2016-2017 Catalog on pages 38-39. Due Process procedure is clearly defined and Grievance Form is located in Appendix A.

<http://www.cos.edu/admissions/classsearch/documents/2016-2017-catalog.pdf>

REFERENCE: Student Grievance Procedure form

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 5/2016

B-22

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: Student Success Program (SSP)

PURPOSE: This policy describes the criteria and process utilized to support student success and retention in the COS PTA program.

DESCRIPTION:

Students who are identified as being at-risk for success and retention in the COS PTA program will take part in the Student Success Program (SSP). The SSP is designed to provide students with support services and resources that assist in successful completion of the program.

At-risk indicators are identified in three main areas: Academic, Clinical, and Social

1. Academic at-risk indicators for applicants and continuing students:
 - a. Overall GPA of less than 3.00
 - b. Course average is below 75%
 - c. Excessive tardies/absences (See Policy B-16)
 - d. Midterm grade of less than 70%
 - e. Student is issued a mid-term warning letter or Early Alert notification
 - f. Faculty identified concerns for student success.
 - g. Breach of student conduct code:
 - Unacceptable classroom or clinical behavior/conduct (Policy B-18)
 - Missed appointments with faculty or staff
 - Missed testing appointments, e.g., quizzes
 - Lack of appropriate follow-through e.g., missed/late assignments, etc
 - Lack of appropriate follow-through in utilizing offered resources e.g., tutoring, AAC, Health Center

2. Clinical at-risk indicators for PTA students include:
 - a. Repeated difficulty meeting critical elements or a concept from the Clinical Performance Instrument (CPI)
 - b. Inability to apply previous semester's content
 - c. Requires inordinate amount of clinical instructor's time to maintain safety

- d. Student involvement in an adverse occurrence that causes or has the potential of causing serious harm to another (patient, staff, visitor, other student, etc.)
 - e. Non-compliance with COS PTA student image/dress code (Policy B-6)
3. Social at-risk indicators for PTA students include:
- a. Employment more than 20 hours per week
 - b. Lack of family support network
 - c. Lack of social support network
 - d. Lack of financial support
 - e. Childcare issues
 - f. Number of children/dependents
 - g. Poor communication skills, e.g., English as a second language
 - h. Health Issues
 - i. Specific concerns:
 - Compulsive achievement
 - Anxiety
 - Difficulty accepting mistakes
 - Admits to drug/or alcohol use or demonstrates the effects of drug/or alcohol use
 - Admits to home problems or there is suspicion of problems
 - Lives with someone who is chronically ill
 - Friend or relative has died
 - Has difficulty making friends
 - Alcohol or other drug problems in the family

The Student Success process may be initiated by the PTA faculty, the academic counselor, the Program Director or by student self-referral.

1. Faculty Referral Process for the Student Success Program
 - a. Faculty who identify a student who may benefit from the Student Success Program will email student/PD to make referral.
 - b. The COS Program Director will review the form and then:
 - Contact the student for initial appointment
 - Develop, in conjunction with student, the components of the Student Success Plan.
 - Will notify the instructor to discuss the Student Success Action plan, to inform them of the student's participation, and to elicit performance feedback.
 - Make appropriate referrals to campus-wide and community resources
 - Meet or have contact with students at least monthly or more

as needed during the semester(s) the student is enrolled in the SSP to evaluate progress.

2. Student Referral Process for Student Success Program
 - a. Student contacts any faculty or staff member for assistance to be referred to the Student Success program.
 - b. Faculty or staff member will forward the form to the COS Program Director for further action.

The PTA Program Director will work with the assigned student to develop a plan composed of Student Success Resources. Those resources may include, but are not limited to:

- Academic Counselor
- Tutoring
- Skills Lab
- Learning Resource Center (LRC) Study Skills Lab
- COS Disability Resource Center
- COS Health Care Center/Counseling
- Student Success Seminars
- COS Student Services
 - Financial Aid
 - Tutorial Center
 - Veteran's Center
 - EOPS
 - CalWORKs
- Community Referrals

When the Program Director and student have agreed upon the components of the plan, the student is then responsible for contacting the resources listed and reporting progress to the assigned faculty advisor. The student will complete the Student Success Activity Report for each semester enrolled in the SSP.

Students may exit their SSP plan upon approval of their faculty advisor or whenever they submit a written request and explanation of the need to exit the SSP.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 5/2016

Student Success Program - Referral Form

Comments:

Faculty Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Assigned Faculty Advisor: _____

Student Success Program – Student Action Plan

Student Name: _____ Date: _____

- I understand that I have been assigned to the COS PTA Student Success Program because I have factors that may negatively affect my success in the COS PTA program.
- I understand that I have to complete and submit my Student Success Activity Report to my faculty advisor on a monthly basis.
- I understand that I am responsible for making contact with all referrals indicated as components of my Student Success plan, and completing activities associated with those referrals.
- I will contact my faculty mentor _____ via:
 - Scheduled office visit: _____
 - Telephone Number: _____
 - Email: _____
- I self-referred for a student success evaluation because I believe that I have circumstances/issues that may affect my progress/success in the program. I have received an evaluation, and I understand that the Student Success Program does not have resources to address my specific needs. Further, I understand that I may re-refer myself at any time if my circumstances/issues change.
- I refuse the services of the Student Success Program offered to me at this time by the COS PTA Program. I further understand that refusal of such services will not affect my standing in the program/course, but may negatively impact my ability to meet the course objectives in both theory and/or clinical or in meeting the performance expectations in my role as a COS PTA student. I also understand that I may request services at any time during the program, should I desire to do so, or if there is a change in my needs/situation.

My Student Success Plan components are:

- Academic Counselor:
- PTA Skills Lab Assignment:
- Tutoring
- Student Success Seminars
 - Study Smart
 - Stress Less
 - Study Group
- COS Health Care Center/Counseling Concern:
- COS Disability Resource Center Reason:
- LRC Study Skills Lab Topic/Content:
- COS Student Services:
 - Financial Aid
 - Tutorial Center
 - Veteran's Center
 - EOPS
 - CalWORKs
 -
- Other:

B-23

**College of Sequoias
Physical Therapist Assistant Program**

TITLE: Criminal Background Check and Urine Drug Screening

PURPOSE:

As part of the Northern California Clinical Education Consortium (NCCEC) and the College of Sequoias PTA Program will comply with the standardized process for clinical placement in the NCCEC affiliate clinical facilities. To comply with the NCCEC as well as other state, local, and federal regulations, all incoming students will complete a criminal background check and urine drug screening upon acceptance to the program.

(Note: This policy was also instituted because the Joint Commission on Accreditation of Hospitals and other Organizations (JCAHO) requires any health care facility that requires employees to have personal criminal background checks must also require the same background check for students and volunteers involved in patient care.)

DESCRIPTION:

Students must have a clear criminal background check and negative urine drug screen to participate in placement(s) in clinical facilities which the college affiliates with for student clinical learning experiences. The COS PTA Program has contracted with American Databank/Complio for these services. The PTA division will provide guidelines to the student on how to apply for their background check and urine drug screening.

Criminal Background Checks

Background checks will include the following:

- Seven years residence/background history
- Address verification
- Sex offender and Predator Registry database search
- Two names (current legal and one other name)
- Three counties
- OIG search

- Social Security or VISA number verification
- Search through applicable professional certification or licensing agency for infractions if student currently holds a professional license or certification (e.g., respiratory therapist, CNA)
- Drug screen with urine sample

A student with a background check that indicates any of the following felony and/or misdemeanor convictions may be denied clinical placement in healthcare facilities that are part of the NCCEC:

- Murder
- Felony assault
- Sex offenses/sexual assault
- Abuse
- Felony possession and furnishing (without certificate of rehabilitation)
- Other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft
- Felony theft
- Fraud

PROCEDURE:

Upon receipt of a “flagged” background check, the clinical facility will make the determination whether to accept the student in their facility or deny placement. The clinical site will use the same guidelines used for the acceptance/rejection of an employment application in approving student placement at their site. Final placement status based on background check information is the clinical facilities determination.

If the student’s background check is not clear, the student will be responsible for obtaining the necessary documents for record clearance and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are mandatory part of the PTA program; therefore the student will be ineligible to continue in a clinical setting.

Drug Screening

The College of the Sequoias PTA Program maintains a “no tolerance” policy regarding substance abuse. Students must clear a urine drug test. Incoming students with a verified positive test result 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 (MD note on file), incoming students will not be admitted to the program. Either a positive test result or failure to complete the urine drug screen will result in the offer of acceptance to the program being withdrawn. A student denied enrollment due to a positive drug test or failure to complete the drug test must make a new application to the program and begin the application process again in accordance to the established procedure. The student will not be granted any special consideration in priority and is eligible to re-apply only once.

(Note: the California Supreme Court has ruled that prescriptions for marijuana do not exempt users from workplace rules, and they may be fired for a drug test that is positive for marijuana. Accordingly, any student who tests positive will have their offer of acceptance withdrawn).

Criminal Background Check/Drug Screening Results

Students must provide information allowing American DataBank to conduct a background check and with authorization to share any flagged results on the background check with healthcare facilities to which students may apply or be assigned for clinical rotations. American DataBank will conduct an internal review, verify student information, and send any flagged results to the clinical sites for review.

The results of the urine drug screen (negative/positive/dilute) will be sent to American DataBank for input. The PTA Program Director will have access to the results via American DataBank. If the student has a verified positive and/or dilute result, they must meet with the Program Director to discuss the results (see Policy B-22). The PTA program does not retain printed urine drug screen results in the office or student files.

The PTA program does not retain printed background check reports in the office or student files and do not review or evaluate any background check information. The Program Director will only receive confirmation from ADB that students have completed a background check to confirm compliance with this policy.

Students are responsible for all costs associated with criminal background checks and drug screening. Students will make payment directly to American DataBank. Upon completion, the results will be delivered to the applicant per American DataBank protocol.

(Note: If there is a break in continuous enrollment in the program, students will be required to repeat background checks and urine drug screening upon re-entry to the program. The student is responsible for all costs associated with repeat background checks and urine drug screening).

After completing the on-line order application for the urine drug screen and submitting payment for the test, the student will bring the receipt of payment to the PTA office to obtain a **Chain of Custody Form**. The chain of Custody Form will not be given to the student unless a receipt of payment for the test is presented. The student will then contact one of the drug screening locations (Quest Diagnostics) listed on the web site to schedule an appointment for the urine drug screen.

Students will be given a deadline date by which the background check and urine drug screen must be completed. Students who do not complete the background check and urine drug screening by the deadline date will not be allowed to register for classes.

Any student who has any concerns about criminal background checks or drug screening is encouraged to contact the Program Director for confidential advising prior to completing either procedure.

PTA Committee

Date Approved/Reviewed/Revised: 5/2016

C-1

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

**TITLE: ACADEMIC PREREQUISITES & REQUIREMENTS OF THE
PTA PROGRAM**

DESCRIPTION:

Prior to entering the PTA program the student will:

1. Refer to the COS Catalog for school and departmental policies and for graduation requirements.
2. Assume responsibility for assuring that all necessary requirements are completed on time. More information can be obtained from:
 - PTA Program web site: cos.edu/pta
 - Monthly information meeting
 - Appointment with PTA Counselor
3. Complete all prerequisite courses as outlined on the PTA Program Application packet.
4. Upon acceptance into the program, provide the PTA Program with the following:
 - Tuberculosis (TB) skin testing. The two-step procedure is required (used for initial skin testing of adult healthcare providers).
 - Measles/Mumps/Rubella (MMR) vaccine – 2 doses required or positive titer
 - Varicella (chicken pox) – 2 doses required or positive titer
 - Hepatitis B vaccine – 3 doses required or positive titer
 - Tetanus/Diphtheria/Pertussis (Td/Tdap) vaccine. All adults who have completed a primary series of a tetanus/diphtheria containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years
 - Flu vaccine – 1 dose annually
5. While enrolled in the program, the student will:
 - Pass all PTA courses with a minimum grade of “C” (70%)
 - Pass all courses and clinical rotations.
 - Pass all other general education courses with a minimum grade of “C.” These courses can be taken either before entry into the program or during completion of PTA courses.
 - Take part in assigned support and remediation activities as assigned by PTA faculty and program director.
 - Maintain ADB/Complio Compliance

PTA Committee

APPROVED/REVIEWED/REVISED: 9/2015

C-2

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program**

TITLE: PTA PROGRAM BROCHURE

DESCRIPTION:

An informational brochure to prospective PTA students which describes initial aspects of the program and the application process (see attached).

PTA Committee

APPROVED/REVIEWED/REVISED: 9/2015

C3

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant

TITLE: PTA Program Overview

DESCRIPTION: This policy describes prerequisite and program course work, requirements for admission, and enrollment.

Requirements for Admission

1. Graduation from an accredited high school or equivalency (GED).
2. Biology 30 Human Anatomy **4 semester units with a lab**
3. Biology 31 Human Physiology **4 semester units with a lab**

To be considered for admission, the student must have an overall GPA of 2.5 and a minimum prerequisite GPA of 2.5 in the biology courses. The student may have no more than one repetition of each biology course. W's count as a repeat. Ranking grade in Anatomy and Physiology will determine acceptance into the program with overall GPA to break ties.

General Education Requirements - College of the Sequoias' Associate Degree General Education (COS-GE) 25 NOTE: required courses that double count for specific COS GE AREAs are designed in the exempt from the 2-unit PE subject and the 1- unit information Competency requirement.

AREA A1. Written Communication: (3 units minimum; grade of "C" or better required)
Any course from this area
Competency Requirements – Recommend ENGL 1

AREA A2. Oral Communication/Analytical Thinking: (3 units minimum)
Any course from this area
Competency Requirements – Recommendation Math 230

AREA B. Natural Science: (3 units minimum)
Prerequisite for Physical Therapist Assistant Program BIOL 30 and BIOL 31

AREA C. Humanities: (3 units minimum)
Any course from this area

AREA D. Social/Behavioral: (3 units minimum)
Any course from this area
Recommendation GOVT 5 or HIST 17 or HIST 18

AREA E.

Exploration: (3 units minimum)

Any course from this area

Recommendation CHLD 39 or CSF 80

Competencies must be met in the following areas:

Writing- ENGL 1

Math Computation – MATH 230

American Institutions – GOVT 5 or HIST 17 or HIST 18

Local Graduation- HW 1, 7 or 104

IV. PTA Courses - 43 Units

- PTA 121-Fundamentals for the PTA (Lecture) 2 Units
- PTA 125-Basic Principles of Patient Care (Lecture/Lab) 3 Units
- PTA 128-Kinesiology (Lecture/Lab) 3 Units
- PTA 130-Physical Agents and Modalities (Lecture/Lab) 3 Units
- PTA 131-Physics for PTA (Lecture) 1 Unit
- PTA 139-Pathophysiology (Lecture) 2 Units
- PTA 140-Administration (Lecture) 1 Unit
- PTA 145-Neurorehabilitation for the PTA (Lecture/Lab) 3 units
- PTA 148-Orthopedic Management (Lecture/Lab) 3 Units
- PTA 150- Clinical Education 1 (Clinical placement) 3 units
- PTA 152-Cardiopulmonary Rehabilitation (Lecture/Lab) 3 units
- PTA 155-Therapeutic Exercise (Lecture/Lab) 4 Units
- PTA 160-Clinical Affiliation 2 (Clinical placement) 5 Units
- PTA 161-Clinical Affiliation 3 (Clinical placement) 6 Units
- PTA 170-Seminar for PTA (Lecture) 1 Unit
- PTA 400 – Lab Skills - not for credit

PTA Committee

APPROVED/REVIEWED/REVISED: 6/2016

C4

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Student Admission Process

DESCRIPTION:

Prospective applicants are advised to:

1. Attend a monthly Information Meeting to hear about the PTA program, admission process, deadlines for application, and ask questions of the Director and/or ACCE; held 1st Tuesday of the month in HR 133, from 6-7pm
2. Seek either telephone or in-person PTA Office: 559-737-6135, to answer any additional questions that may arise.
3. All applicants must have at least a GPA of 2.5 overall AND at least a GPA of 2.5 in the prerequisite science classes (Anatomy, Physiology and a lab in each course).
4. Complete the PTA Application and return it by the deadline of June 15th. Incomplete packets will not be considered. The application packet is to include:
 - a. Appropriate PTA program application
 - b. **Two-Sealed** official transcripts from all colleges attended, except COS
 - c. Self-addressed stamped envelope if the applicant wishes to receive confirmation that the packet was received.

Note: Some colleges are slow to send out transcripts. The applicant must begin this process early!

5. Applications and this information are available on the PTA Program division website. Application Packet and PTA Student Handbook are available at www.cos.edu/pta.
6. Following the application deadline, all applications are reviewed the completeness, and achievement of minimum GPA requirements. Applicants will be ranked by GPA in the prerequisite science classes. If ties occur, overall college GPA will be used to rank applicants. The PTA program director will confirm the ranking of applicants according to the prerequisite science GPA.
7. Four –Six Alternates will also be selected.

8. All applications will receive a notification letter:
 - a. Those who do not meet the minimum criteria and denied admission
 - b. Those who are not selected for admission but met minimum criteria
 - c. Those who are alternates; alternates must sign & return form indicating if they want the spot.
 - d. Those who are accepted. Accepted applicants must sign and return a form indicating their intention to enroll in the semester for which they were selected.

9. All accepted applicants must attend a mandatory New Student orientation prior to their first semester into the PTA program; usually scheduled for the first/second week in August.

10. When accepted applicants are unable to enroll, alternates will be selected to replace them. Applicants who decline seat placement in the semester for which they were selected will be required to reapply for future placement.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 10/2015

C-5

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: GUIDELINES FOR STUDENT CLINICAL ROTATION PLACEMENTS To

PURPOSE: describe the method by which ACCE places students into clinical rotations

DESCRIPTION:

1. ACCE will meet with each first year student during the spring semester to identify student strengths, weaknesses, needs and experience.
2. PTA students will upload information in EXXAT system; this information includes clinical preferences, site types and ability to travel.
3. ACCE will assign students to clinical placements for PTA 150, 160, 161. Students will be placed into facilities with current contracts. ACCE is responsible for clinical assignments.
4. ACCE will notify students of assignment at clinical education meetings; second year student will attend Clinical Education meeting in the Fall semester and receive notification of PTA 160 and PTA 161 placements by Dec. 1. Students will receive an email and letter generated by the EXXAT system.
First year students will attend Clinical Education meeting in spring semester and receive notification of PTA 150 placement by March 1; student will receive an email and letter generated by the EXXAT system.

PTA Committee

DATE APPROVED/REVIEWED/REVISED: 10/2015

C6

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Student Withdrawal, Incomplete Grade or Course Failure
C6A Personal or Medical Leave of Absence (voluntary)
C6B Removal from program due to course or clinical failure (involuntary)

PURPOSE: To describe the procedures to be followed when a student requests a leave of absence for personal or medical reasons or is removed from the program due to course or clinical failure.

DESCRIPTION:

A COS PTA student can request a leave of absence from the program for personal or medical reasons. If a student is unable to complete the work in a PTA Course due to an emergency situation such as injury or family emergency, the student will receive a "W" if he/she withdraws prior to the drop date or an "I/Incomplete" if after the drop date. A student who is granted a leave of absence will be allowed only one (1) re-admittance to the program. Students dismissed from the program due to course or clinical failure will not be re-admitted to the PTA program.

C6A Leave of Absence for Personal or Medical Reasons:

Withdrawal from the program can be initiated by the student due to personal reasons such as an extended illness, an injury or a family emergency. A student who must leave the program due to personal reasons, such as an illness or family emergency, and can withdraw from the program and receive a grade of "W" if the withdrawal occurs prior to the last drop date. The student will make an appointment with the Director for an exit interview and will be responsible for dropping the course in Banner Web. If, after the final drop date, a student cannot complete course requirements due to an illness, injury, and/or family emergency, the student can request a grade of "Incomplete." If an Incomplete is given, the student must complete required course work within one year from the date the incomplete grade was submitted. The student is not required to re-enroll or pay additional laboratory fees. The formal process for obtaining an incomplete grade is initiated by the student with the PTA Program Director. The student will meet with the PTA 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. In order to complete the work required to have the "I" removed, the student who was granted the leave must make an appointment with the Program Director at least 2 weeks in advance of the semester to which they are returning to the program.

C6B Removal from program due to course or clinical failure (involuntary) :

Course failure is based on earning a grade below 70%; lecture and lab grades are combined to determine overall grade. If a student is not able to pass the final practical examination, they will not be able pass the course.

Clinical failure is based on the student's ranking on the Clinical Performance Instrument (CPI), input from the CI and ACCE, and at the sole discretion of the ACCE. Clinical failure may also be a due-to of a serious, critical incident involving the student.

Grading: The determination of the grade for all clinical experiences is at the sole discretion of the ACCE. Clinical experiences will be graded on a pass/fail basis.

The grading information is located in the syllabus for PTA 150, 160, 161.

Criteria for a "PASS" grade will be based on the following at the conclusion of the clinical experience:

****If 1 or more assignments are not completed or are submitted late instructor ACCE reserves the right to FAIL student as this lack of attention to detail relates to core responsibilities of a PTA – PTA CPI Criteria: Clinical Behaviors, Accountability, and Documentation***

METHODS OF ASSESSMENT and COURSE EVALUATION:

The Clinical Instructor will complete the APTA Clinical Performance Instrument/CPI, a standardized valid instrument that assesses student performance during the clinical education experience as specified in the specific course syllabus. The student will complete the APTA CPI, the Student Evaluation of Clinical Site and CI, in addition to any other assignments stated in the specific course syllabus.

Grading: Clinical experience will be graded on a pass/fail basis. Final determination of the grade for all clinical experiences is at the sole discretion of the ACCE.

SUMMARY of PASS/FAIL Grading Criteria:

Criteria for a "PASS" grade for Clinical Education Experiences will be based on the following:

1. Punctual attendance at all scheduled clinical days.
 - Absences must be due to illness or emergency only and must be made up at the discretion of the ACCE or clinical instructor.
 - The facility and ACCE must be notified each day of an absence by 8:00am (or sooner) or upon opening of the facility.
 - Students are responsible for reviewing the Attendance Policy and abiding by all items in COS PTA Student Handbook and Facility Handbook.
2. Meeting minimum level of acceptable performance on the CPI as detailed in appropriate Syllabus.
3. Progression of clinical performance over the course of the clinical experience.

4. Whether significant concern boxes are checked. Significant concern box is a “warning system” to identify student performance issues.
5. Additional verbal or written documentation from the CI or CCCE (if available).
6. Additional verbal or written information from the student.
7. Completion of Midterm &/or Final online PTA CPI satisfactorily and on time. Note: to be complete CPI must be reviewed and signed by student and Clinical Instructor.
8. Completion of Student Evaluation of Site and CI satisfactorily and on time.
9. Completion of all required assignments satisfactorily and on time.
10. Review of the student feedback on the clinical experience.

CPI Ratings Evaluation Requirements for “PASS” grade at conclusion of clinical experience:
 (see appropriate Syllabus for specifics for each Clinical Education experience)



If a student is judged to be at risk and significant concerns are indicated, a failing grade may be earned in the course.

The student may receive an automatic failure if he/she is asked to leave the clinical education site before the scheduled conclusion of the clinical placement because of any of the following: unacceptable professional behavior, attitude and/or clinical performance problems that are not successfully remediated in a timely manner or any combination of these performance areas.

Please note that for a student to receive credit for a course and progress to the next Clinical Education course-a Passing grade must be achieved. Minimum proficiency in the skills in the APTA Clinical Performance Instrument for Physical Therapist Assistants is required. Successful completion of the Clinical Experience is a combined decision of the clinical and academic faculty based upon the clinical instructor’s and student’s written and verbal evaluation of the student’s performance in the clinic. **The academic faculty (ACCE) reserves the right to make the final determination of the grade.**

PTA students who do not pass courses at 70% level or higher or receive a FAIL in a clinical course are removed from the PTA program according to Policy and Procedure, C6B Removal from program due to course or clinical failure (involuntary) and are not allowed to reapply for the program.

REFERENCE: Leave of Absence Form

PTA Committee
APPROVED/REVIEWED/REVISED: 6/2016

**COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant**

Leave of Absence Form

Student Name _____

Withdrawal Date _____

Semester _____

Reason for Withdrawal:

Course 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

Do Not Readmit

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

Instructor Signature _____ **Date** _____

Director Signature _____ **Date** _____

C7

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Readmission into the PTA Program

PURPOSE: To describe the readmission procedure for a PTA student.

DESCRIPTION:

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 apply for readmission by contacting the Director.

Readmittance is determined on a space-available basis. Only students who withdraw due personal or medical leave of absence will be re-admitted on space available basis.

Dismissal Due to Course/ 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. Students who fail the program due to clinical or academic performance are will not be processed for re-admittance.

Withdrawal Due to Personal Reasons/Medical Reasons

A student who must leave the program due to personal reasons, such as an illness or family emergency, and can apply one (1) time for re-admission.

Readmission Procedures

1. The student must notify the Director in writing of his/her desire to be readmitted, two weeks prior to course registration date.
2. If the student left the program for personal reasons, the student is responsible for notifying the Director in writing of his/her progress in resolving the issues and events which led to the withdrawal.
3. The time limit for readmission to the PTA program is two (2) years from the original date of withdrawal from the program. The student must demonstrate minimum competency on all skills from previous semesters by attending PTA 400 Skills lab during the first week back in school.
4. A student who withdraws from a clinical course is readmitted at the clinical education level failed. The ACCE/instructor will provide the student with an appropriate clinical placement level.

PTA Committee

APPROVED/REVIEWED/REVISED: 6/2016

D1

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Role of PTA Committee and Policies and Procedures

PURPOSE: To describe the structure and functions of the committee.

DESCRIPTION:

This committee serves to discuss, develop, implement, and 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.

Membership includes the Director, the ACCE, full-time and adjunct faculty members, and department support staff. Meetings will be held at least monthly and may be called more frequently at the discretion of the Director.

The PTA Program Director will record minutes of all committee meetings, will 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:

- a. Appropriate items of business (from the Director, ACCE, any faculty member, staff member, or working committee) may be placed on the PTA Program Committee agenda at least one week prior to the meeting date. The Program Director or secretary will provide members with the agenda and supporting documents and information for review prior to the Committee meeting (i.e. email, agenda packet; approved minutes will be housed on the W: drive/Allied Health).
- b. Faculty members are responsible for reviewing items of business PRIOR to the Committee meeting and to come prepared for a focused discussion and any necessary voting.
- c. Standing items of business will include, but not be limited to, course reports, other committee reports, COS college-wide committee reports, reports from the Director (i.e. community issues, curriculum delivery issues, and APTA and FSBPT information); each month three program policies and procedures will be reviewed and updated, which allows a two year review cycle. See an attachment of the P & P review schedule.
- d. Any committee member may bring up issues or present information for discussion about items on the agenda. New items will be added to the agenda as time permits.

- e. Policy and Procedure changes will be updated in the Student and Faculty Handbook on a yearly basis; as well as updates on the COS PTA website.
- f. Urgent business items may require that the Program Director hand-poll the faculty or call a special meeting of the committee (face to face or electronic/email).
- g. Policy changes which occur after publication of the Student and Faculty Handbooks will be posted on the updated P&P manual at www.cos.edu/pta
- h. Substantive changes will be reported to CAPTE by the Program Director
- i. Committee insures that course offerings encompass the content necessary to prepare PTA students for entry level functioning in their selected field of employment and that course content is current and applicable to today's practice standards.
- j. Review and approval of all new, revised, and deleted course outlines.
- k. Send approved curriculum to the Division Committee for information before being submitted to the COS (campus-wide) Curriculum Committee.
- l. To provide a structure and schedule where each policy and procedure of the PTA program is reviewed on a regular basis and updated and revised as necessary. At each monthly PTA committee meeting three policies and procedures will be reviewed per the following two year schedule. When changes are made, they will be posted electronically for all faculty and students to review. The Student Handbook, Faculty Handbook and Policy and Procedure Manual will all be updated yearly to reflect any changes.

Year One: A1-B8
 January (1) A1-A3
 February (1) A4-A6
 March (1) A7-A9
 April (1) A10-A12
 May (1) A13-A15

June/July/August- No faculty requirements

September (1) A16-A19
 October (1) A20-B2
 November (1) B3-B5
 December (1) B6-B8

Year Two: B9-D7
 January (2) B9-B11
 February (2) B12-B14
 March (2) B15-17
 April (2) B18-B20
 May (2) B21-B23

June/July/August- No faculty requirements

September (2) C1-3
 October (2) C4-C6
 November (2) C7-D1
 December (2) D2-3

PTA Committee
APPROVED/REVIEWED/REVISE 12/2015

D2

COLLEGE OF THE SEQUOIAS
Physical Therapist Assistant Program

TITLE: Clinical Education Program
Center Coordinator Clinical Education (CCCE) and Clinical Instructor (CI)
Orientation and Clinical Faculty Development

PURPOSE: To outline the duties and responsibilities of the PTA Program ACCE process for orienting the facility, CCCE and CI's to COS PTA Clinical Education Program and ongoing clinical faculty development.

DESCRIPTION:

The COS ACCE will provide the following information to

each:

1. CCCE and CI Manual to current affiliates.

2. Clinical education course syllabus outlining expected goals to be met by student (PTA 150 Clinical Education 1, PTA 160 Clinical Education 2, PTA 161 Clinical Education 3) when assigned a student
3. Provide access to electronic PTA CPI and offer in-service/training to facilities, CCCE's, and/or CI's as necessary when assigned a student
4. Supervision guidelines of student PTA's in the clinical setting on EXXAT when assigned a student

The COS ACCE is available to meet with the facility, the CCCE, the CI/s to provide individual or group in-servicing or training to prepare for taking a COS PTA student PTA based on request or data obtained from surveys.

PTA Committee

APPROVED/REVIEWED/REVISED: 12/2015

D-3

**College of the Sequoias
Physical Therapist Assistant Program**

TITLE: Guidelines for New Student Orientation

PURPOSE: To describe the on-campus orientation in which all new PTA students participate.

DESCRIPTION:
In August prior to the beginning of the program, a PTA mandatory orientation is held on the COS campus. All incoming students and alternates are expected to participate.

PTA New Student Orientation Schedule

August	Dean, Nursing and Allied Health, PE	PTA Program Director	PTA ACCE Faculty	PTA Program Secretary	COS Services
	Cindy DeLain	Jonna Schengel	Tatiana Deeff		
10:00	Welcome	Introductions			
10:00 -10:30		Course Curriculum overview			
10:30-11:30			Clinical Ed		
11:30-12:00					Library Sciences and Resources
12:00-12:30				Immunizations, Drug Screen, CPR /Complio	
12:30-1:30	Lunch Ice breaker Activity	Lunch Ice breaker Activity	Lunch Ice breaker Activity		
1:30-2:00		Student Success			
2:00-2:30		Program Policy and Procedures			
2:30-3:00					Financial Aide
3:00-3:15					Textbooks
3:15-4:00			Lab courses/activities		
4:00-4:30					OPTAS/ Student Panel
4:30-5:00		Meet the Faculty			

PTA Committee

APPROVED/REVIEWED/REVISED: 12/2015

