

Physical Therapist Assistant Program

**Student Policy and Procedure Handbook**

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Welcome to the Physical Therapist Assistant (PTA) Program at Pikes Peak Community College. You have chosen a very rewarding profession.

The Physical Therapist Assistant Program Student Handbook is for students who have been admitted to the program. It contains important information about program policies and procedures. Policies are subject to change periodically, and it is your responsibility to be aware of and adhere to all new and revised policies. It is also your responsibility to maintain and update your handbook as changes are made.

The PTA Program has faculty experienced in a variety of health care areas who work closely with students in the classroom, in the laboratory, and in actual clinical settings. Through the spirit of cooperation and communication, students and faculty members share a common goal of learning and developing skills for physical therapy. In physical therapy, competence is developed through practice and by applying theoretical content from the classroom to actual clinical situations. While you are in the PTA Program, you will learn how to solve clinical problems as you prepare to take the state board examination to become a licensed Physical Therapist Assistant.

The faculty members are committed to helping you develop a high-quality physical therapy practice, and we value your experiences here. As part of the program, you will be assigned a faculty advisor. Any question about the program and/or your education experience should be directed to that faculty advisor.

Your recommendations are welcomed and appreciated for further development and enhancement of this program. We encourage your active participation on committees and in our student organizations, and we look forward to working with you in the coming semesters.

Sincerely,



Joseph Miller, PT, DPT, DSc, OCS, SCS, CSCS

Program Director

Section I PTA Program

# CORE FACULTY

Joseph M. Miller, PT, DSc, OCS, SCS, CSCS

Program Director

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# GENERAL INFORMATION

**DEFINITIONS**– These definitions are taken from the Physical Therapy Practice Act of Colorado. If interested in practice out of the state of Colorado, please refer to the individual state physical therapy board definitions.

Physical Therapy- The examination, physical therapy diagnosis, treatment, or instruction of patients and clients to detect, assess, prevent, correct, alleviate, or limit physical disability, movement dysfunction, bodily malfunction, or pain from injury, disease, and other bodily conditions.

Practice of Physical Therapy

1. The administration, evaluation, and interpretation of tests and measurements of bodily functions and structures
2. The planning, administration, evaluation, and modification of treatment and instruction
3. The use of physical agents, measures, activities, and devices for preventive and therapeutic purposes, subject to the requirements of section 12-41-113
4. The administration of topical and aerosol medications consistent with the scope of physical therapy practice subject to the requirements of section 12-41-113
5. The provision of consultative, educational, and other advisory services for the purpose of reducing the incidence and severity of physical disability, movement dysfunction, bodily malfunction, and pain.
6. General wound care, including the assessment and management of skin lesions, surgical incisions, open wounds, and areas of potential skin breakdown in order to maintain or restore the integumentary system.
7. For the purposes of subsection (6)(a)(II) of this section:
   1. "Physical agents" includes, but is not limited to, heat, cold, water, air, sound, light, compression, electricity, and electromagnetic energy.
   2. "Physical measures, activities, and devices" includes resistive, active, and passive exercise, with or without devices; joint mobilization; mechanical stimulation; biofeedback; dry needling; postural drainage; traction; positioning; massage; splinting; training in locomotion; other functional activities, with or without assistive devices; and correction of posture, body mechanics, and gait.
   3. "Biofeedback", as used in this subparagraph (II), means the use of monitoring instruments by a physical therapist to detect and amplify internal physiological processes for the purpose of neuromuscular rehabilitation.
8. "Tests and measurements" includes, but is not limited to, tests of muscle strength, force, endurance, and tone; reflexes and automatic reactions; movement skill and accuracy; joint motion, mobility, and stability; sensation and perception; peripheral nerve integrity; locomotor skill, stability, and endurance; activities of daily living; cardiac, pulmonary, and vascular functions; fit, function, and comfort of prosthetic, orthotic, and other assistive devices; posture and body mechanics; limb length, circumference, and volume; thoracic excursion and breathing patterns; vital signs; nature and locus of pain and conditions under which pain varies; photosensitivity; and physical home and work environments.

Physical Therapist- means a person who is licensed to practice physical therapy. The terms "physiotherapist" and "physical therapy technician" are synonymous with the term "physical therapist".

Physical Therapist Assistant- means a person who is required to be certified under and who assists and is supervised by a physical therapist in selected components of physical therapy.

PROGRAM ACCREDITATION STATUS

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Pike Peak Community College is seeking accreditation of a new physical therapist assistant education program from CAPTE.  On 6 December 2021, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage.  Submission of this document does not assure that the program will be granted Candidate for Accreditation status.  Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved.  Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

PROGRAM MISSION

Our mission is to prepare entry-level physical therapist assistants able to perform competent and safe interventions in a legal and ethical manner under the direction and supervision of a physical therapist. Utilizing a curriculum based on contemporary physical therapy practice and high-quality educational opportunities, the program will prepare students to serve the community in a culturally competent manner. Program graduates will be prepared to think critically and will understand the importance of lifelong learning and personal development.

# PROGRAM GOALS

**Goal 1.** Program graduates will serve their community as competent, entry-level physical therapist assistants able to work under the direction and supervision of a physical therapist

**Goal 2.** Program graduates will demonstrate professional and effective communication skills in a culturally competent manner with patients, caregivers, and other health care professionals

**Goal 3.** Program faculty will provide high quality educational opportunities and a comprehensive curriculum based on a contemporary physical therapy practice

**Goal 4.** The program will promote the importance of personal and professional development through faculty modeling, life-long learning opportunities and membership in professional organizations.

**Goal 5.** Program students will exhibit effective critical thinking and problem-solving skills

# NON-DISCRIMINATION STATMENT

Individuals affiliated with Pikes Peak Community College shall not be subjected to unlawful discrimination and/or harassment on the basis of sex/gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, veteran or military status, pregnancy status, religion, genetic information, gender identity, sexual orientation, or any other protected category under applicable local, state, or federal law (also known as “civil rights laws”), including protections against retaliation and for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies, in its employment practices or educational programs and activities.

The College has designated Mrs. Kimberley Hennessy, Vice President of Human Resource Services as its Affirmative Action Officer/Equal Opportunity Coordinator/Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities and grievance procedures. For information, contact Mrs. Kimberley Hennessy, Vice President of Human Resource Services at 5675 South Academy Blvd, Colorado Springs, CO 80906 or at (719) 502.2600.

You may also contact the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone (303) 844-3417.

COURSE DESCRIPTIONS

**HPR 1017 Anatomical Kinesiology (specific section for PTA students)- 3 Credits**- This course deals with the study of muscles as they are involved in the science of human movement. Since muscles attach to bones through tendons, both skeletal and muscular structures are involved. At the completion of this course the student should be able to:

* identify on a human skeleton and/or a living subject the most important bones and bony features for the major joints of the body
* label the important bones and bony features on a skeletal chart
* draw and label major muscles on a skeletal chart
* identify these muscles on a human subject
* list and organize the muscles that produce the primary movements for all the major joints of the body
* analyze basic movements in terms of muscle actions

*Prerequisite(s): BIO 2001 with a grade of “C” or better*

**PTA 1010 Basic Patient Care in Physical Therapy- 5 Credits**- Examines the basic patient care skills for the healthcare practitioner. Enables the student to gain an understanding and demonstrate skills that include positioning, body mechanics, transfers, range of motion, palpation, vital signs, aseptic techniques, bandaging, intermittent venous compression, medical terminology, activities of daily living, wheelchair management, architectural barriers, and gait training.

*Required: Admission to PTA program or Instructor’s permission*

**PTA 1015 Principles and Practices of Physical Therapy- 2 Credits**- Explores the history of the profession including definition, development, and areas of practice. The role of the APTA, the physical therapist assistant and the relationship between the physical therapist, PTA and other health care professionals are investigated. This course includes current issues and trends in physical therapy, professionalism, ethics, quality assurance, communications and reimbursement issues such as Medicare, Medicaid, Worker’s Compensation and commercial insurance.

*Required: Admission to PTA program or Instructor’s permission*

**PTA 1020 Modalities in Physical Therapy- 5 Credits**- Examines the theory of, principles of, and the evidence for physical therapy modalities. Course includes therapeutic heat and cold, mechanical traction, manual therapy, electrical stimulation, and hydrotherapy.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1010 with a grade of “C” or better*

**PTA 1024 Rehab Principles of Medicine I- 2 Credits**- This course investigates the impairments, functional limitations, and disabilities resulting from a variety of neuromusculoskeletal conditions. The medical management including pharmacology and its impact on physical therapy rehab principles are discussed. Evidence based practice for musculoskeletal and neurological system diagnosis, will be reviewed as they relate to physical therapy rehab.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): CCR 0092 or equivalent with a grade of “C” or better*

**PTA 1031 Professional Communication I- 1 Credit**- Introduces students to oral and written professional communication in their field. Develops skills in verbal and non-verbal communication, conducting self-critiques and peer reviews, research of professional literature, medical documentation, and professional presentations.

*Required: Admission to PTA program or Instructor’s permission*

**PTA 1034 Rehab Principles of Medicine II - 2 Credits**- Investigates the impairments, functional limitations, disabilities, and medical management including pharmacology, of a variety of traumatic, immunological, inflammatory, and degenerative processes and their impact on physical therapy rehab principles. Evidence based practice for cardiovascular, respiratory, endocrine, and chronic pain diagnosis, will be reviewed as they relate to physical therapy rehab.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1024 with a grade of “C” or better*

**HPR 1039 Medical Terminology - 2 Credit-** Introduces the student to the structure of medical terms with emphasis on using and combining the most common prefixes, roots, and suffixes. This course includes terms related to major body systems, oncology, psychiatry, as well as clinical laboratory and diagnostic procedures and imaging. Class structure provides accepted pronunciation of terms and relative use in the healthcare setting.

**PTA 1040 Clinical Kinesiology- 5 Credits-** Focuses on the science of human motion, theories of biomechanics and muscle/joint structure and function. This course emphasizes basic principles of therapeutic exercise and their application to specific body regions. A laboratory experience that includes the application of kinesiology and exercise principles is integrated in the learning experience.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): HPR 1017 with a grade of “C” or better*

**PTA 1041 Professional Communication II - 1 Credit**- Builds on Professional Communication I and develops skills in writing professional documents to patients and other health care professionals, participating effectively in meetings, and medical documentation skills.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1031 with a grade of “C” or better*

**PTA 2005 Psychosocial Issues in Health Care - 2 Credits**- Explores the psychosocial aspects of the patient/client and health care practitioner. This course investigates recognition of and adjustment for psychological, sociological, educational, cultural, economic and political concerns on the delivery of health care services. Communication skills and social and advocacy responsibilities of the health care practitioner are discussed. This course will enable the student to develop the skills to meet expectations and needs of members of society receiving health care services. This course introduces Neuroscience of Pain Education and Biopsychosocial Model of Chronic Pain and Injury.

*Required: Admission to PTA program or Instructor’s permission*

**PTA 2030 Orthopedic Assessment and Management Techniques - 5 Credits**- This course examines the theory, principles, and practices of assessment and management of orthopedic conditions and obstetrical, gynecological and cardiopulmonary diagnoses that benefit from PT. Students will learn common evidence-based approaches for patients with these conditions to include selected appropriate manual therapies and exercise with progression and regression.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1020 with a grade of “C” or better*

**PTA 2040 Neurological Assessment and Management Techniques - 5 Credits**- This course examines the theory and principles of physical therapy with an introduction to assessment, management techniques and advanced physical therapy procedures as they relate to neurologic conditions and amputee rehabilitation. Students will learn common evidence-based treatments for neurological conditions to include Exercise progression, facilitation, and general fitness.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1020 with a grade of “C” or better*

**PTA 2051 Professional Communication III - 1 Credit**- Promotes the concepts from Professional Communications II and further develops written and oral communication skills in the professional arena through correct documentation of patient progress based on observations, dictating progress notes, development of resume, job interview skills, portfolios, and an awareness of the national PTA exam.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1041 with a grade of “C” or better*

**PTA 2078 PTA Seminar - 2 Credits**- Provides a summary of all coursework, internships and prepares the student for transition into the workforce as an entry level PTA. It includes a comprehensive review and mock exam in preparation for the national PTA exam, employment benefits, licensing, state practice act review, professional development, employment opportunities and community service.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): Instructor Permission*

**PTA 2080 PTA Internship I - 4 Credits**-Focuses on an initial clinical exposure providing hands on patient practicum skills and techniques. This course includes application of basic patient care skills including transfers, range of motion, modalities, bandaging, aseptic techniques, and gait training. Students demonstrate professional behavior and communication principles appropriate in the physical therapy setting. A designated clinical Instructor in an acute care, geriatric, or outpatient setting provides supervision.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 1020 and PTA 1040 with a grade of “C” or better.*

**PTA 2081 PTA Internship II - 5 Credits**- Focuses on an intermediate clinical experience providing hands on patient practicum skills and techniques. Includes continued application of physical therapy procedures of Internship I with the addition of therapeutic exercise, goniometry, manual muscle testing, and motor learning techniques. Students demonstrate professional behavior and communication principles appropriate in the physical therapy setting. A designated clinical instructor in an acute care, rehabilitation, outpatient, geriatric, or home health setting provides supervision. During PTA 2081 Clinical Internship II, students will compose a written case study based on a patient or clinical scenario with input from their clinical instructor using an approved format.

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 2080, PTA 2030, and PTA 2040 with a grade of “C” or better.*

**PTA 2082 PTA Internship III - 5 Credits**- Incorporates advanced clinical experience providing hands on patient practicum skills and techniques. Students refine all physical therapy skills in preparation to enter the field as an entry-level physical therapist assistant. This final experience includes independent practice with an assigned caseload under the on-site supervision of a clinical Instructor. The student presents an in-service on a physical therapy related topic (topic approved by clinical instructor and ACCE).

*Required: Admission to PTA program or Instructor’s permission*

*Prerequisite(s): PTA 2081, PTA 2030, and PTA 2040 with a grade of “C” or better*

**Below is the schedule to complete the A.A.S. Degree in 2 calendar years:**

Each student must successfully complete all required coursework as scheduled, and as set forth in the course syllabi, to proceed within the program.  Pre-requisite education coursework may be taken in any order of sequence but must be completed fully by the time of the 1st Fall Technical phase of the program.​​​​​​​ Additionally, general education coursework is built into the program but can be taken in any order or prior as long they are completed by the 2nd Fall of the program.

**Summer I Pre-requisites**

|  |  |
| --- | --- |
| Course | Credit hours |
| Human Anatomy & Physiology I | 4 |
| Career Math | 3 |
| Conceptual Physics with a Lab | 4 |
| Medical Terminology | 2 |
| Tuition at Pike Peak Community College (in state): ~$2,880.15 | **13 hours** |

**Fall Semester I**

|  |  |
| --- | --- |
| Course | Credit Hours |
| Basic Care in Physical Therapy | 5 |
| Principles and Practices of Physical Therapy | 2 |
| Anatomical Kinesiology | 3 |
| Technical Writing, I or English Comp I | 3 |
| Rehab Principles of Medicine I | 2 |
| Professional Communication I | 1 |
| Tuition at Pikes Peak Community College (in state): ~$3323.25 | **16 hours** |

**Spring Semester I**

|  |  |
| --- | --- |
| Course | Credit Hours |
| Professional Communication II | 1 |
| Modalities in Physical Therapy | 5 |
| Clinical Kinesiology | 5 |
| Rehab Principles of Medicine II | 2 |
| Public Speaking | 3 |
| Tuition at Pikes Peak Community College (in state): ~$3544.80 | **16 hours** |

**Summer II**

|  |  |
| --- | --- |
| Course | Credit Hours |
| PTA Internship I (4 weeks) | 4 |
| General Psychology I | 3 |
| Tuition at Pikes Peak Community College (in state): ~$1993.55 | **7 hours** |

**Fall Semester II**

|  |  |
| --- | --- |
| Course | Credit Hours |
| Neurological Assessment and Management Techniques | 5 |
| Orthopedic Assessment and Management Techniques | 5 |
| Professional Communication III | 1 |
| Psychological Issues in Healthcare | 2 |
| Tuition at Pikes Peak Community College (in state): ~$2880.15 | **13 hours** |

**Spring II**

|  |  |
| --- | --- |
| Course | Credit Hours |
| PTA Seminar | 2 |
| PTA Internship II (6 weeks) | 5 |
| PTA Internship III (6 weeks) | 5 |
| Tuition at Pikes Peak Community College (in state): ~$2658.60 | **12 hours** |

**77 Hours**

**ESTIMATED COST OF PROGRAM (as of 2022)**

Total tuition in state: ~**$17885.15** (additional fees not included)

Total tuition in state with College Opportunity Fund: ~**$11,316.40** (additional fees not included)

The student fee rate for 2018-2019 is $9.93 per credit hour plus a $13.75 registration fee, and a $10.00 Bus Pass Fee.

*Out of state tuition 610.90* *per credit (additional fees not included)*

***With PTA Internship courses you will work at outpatient clinic and an inpatient /acute care setting.   There may be opportunities of other services such as sports, pediatrics, and military. You may find your own setting to do the class, but this must be approved by the Program Director and ACCE.***

**BREAKDOWN OF ESTIMATED ADDITIONAL EXPENSES**

(Note that all of these may change, depending on vendors.)

* Books ~1200 total
* Registration/payment for background check and drug screen ~$90.00 (estimate, depending on contract)
* PTA exam study guide ~$85
* APTA membership ~$200 (100 per year) @ [www.apta.org](http://www.apta.org/)
* Physicals ~ $50.00 @ provider of choice
* CPR - Health Care Provider   ~$50.00/8 hours (program provides information)
* PTA Program Polo Shirt ~$50.00
* Lab Uniform ~$20.00 for t-shirt plus other clothing
* Any travel and housing costs associated with internship.
* Professional Liability Insurance~$39.00 per year

Total estimated:  $1600- + expenses during Internship

**Total: $12,916.50-$19,085.15 (depending on tuition status) + expenses during internships 16 weeks total.**

INSTRUCTIONAL METHODS

The faculty has designed materials and methods of instruction to provide the PTA student with the best possible education to incorporate all types of learning. These methods could be face-to-face or online and include:

• Lecture and classroom discussions

• Reading assignments

• Multimedia

• Demonstrations

• Return demonstrations

• Small group activities

• Hands-on lab work

• Educational games

• Videos

• Hands-on computer activities

• Guest lecturers

• Facility visits

• Special patient population visits into the classroom for demonstration and lab for hands-on practice

WEEKLY HOURS IN THE PROGRAM

|  |  |
| --- | --- |
| Summer I (10 weeks)  8 hours of class (required)  12 hours of lab (required)  Study time 16-24 (required/recommended)  Total: 36-44 hours |  |
| Fall I (15 weeks)  6.5-9.5 hours of class (required)  lab time 8 hours (required)  Open lab 4-6 hours (recommended)  Study time 14-20 (required/recommended)  Total: 32.5-43.5 hours | **Spring I (15 weeks)**  **8 hours of class (required)**  **Lab time 10 hours (required)**  **Open lab time 4-6 hours (recommended)**  **Study time 15-22 hours (required/recommended)**  **Total: 37-46 hours** |
| Summer II (10 weeks)  Class hours 3 (required)  Internship hours 40 (required) (4 weeks)  Study time 6 (required/recommended)  Total: 49 hours 4 weeks/ 9 hours 6 weeks |  |
| Fall II (15 weeks)  Class hours 9 (required)  Lab time 10 (required)  Open lab time 4-6 hours (recommended)  Study time 15-21 hours (required/recommended)  Total: 38-46 hours | **Spring II (15 weeks)**  **Class hours 2 (required)**  **Internship hours 40 (required)**  **Study time 4 hours (required/recommended)**  **Total: 46 hours** |

STUDENT EMPLOYMENT

The performance of students when working for compensation is the legal responsibility of the employing agency and the individual worker. The student may not wear Pike Peak Community College uniform, name pin, lab coat, or follow their signature with “PTA” or “SPTA” when working for compensation or at any time other than when assigned to a particular facility by authorized Pikes Peak Community College PTA faculty. The student will be counseled if class work and/or clinical performance are affected by employment.

EFFECTIVE LEARNING

To integrate, analyze, and relate to lecture and laboratory content and learning outcomes, the successful PTA student will:

* Prepare for class by completing assigned readings before lecture and laboratory participation.
* Use time effectively and efficiently during laboratory practice.
* Attend all class and lab sessions and if absence is unavoidable, obtain extra course materials and make up assignments before the next class session if possible.
* Discuss lecture and laboratory content with classmates.
* Keep up with course pace and assignment deadlines.
* Communicate barriers to learning and seek clarification of expectations.
* Provide an honest effort to lend credibility to laboratory practice of case simulations.
* Seek opportunities to work with multiple lab partners during supervised and unsupervised skill practice.
* Utilize the college resources available for study-skills information and test taking strategies.
* Provide instructors with feedback and suggestions for improvements that will enhance teaching and learning.

SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

**DEFINITION OF SCANS SKILL**

PTA class and clinical experiences will be based on criteria defined by the Secretary’s Commission on Achieving Necessary Skills (SCANS). SCANS conducted extensive research and interviews with business centers, public employers, union leaders, supervisors, and laborers in a wide variety of work settings. In 1991, the commission reported What Work Requires of Schools and noted “good jobs will increasingly depend on people who can put knowledge to work.” From its research, the commission determined that “workplace know-how” consists of two elements: foundation skills and workplace competencies. The following foundation skills and competency skills are integral components of this Introduction to Physical Therapy course.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program: Physical Therapist Assistant** CIP: 51.0806 | | | | | | | | | **Credential:** AAS |
| **LIST OF ALL COURSES REQUIRED AND IDENTIFIED COMPETENCIES** | | | | | | | | | |
| **SCANS COMPETENCIES** | | | | | | | | **Course Number** | **Course Title** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| x | x | x | x | x | x | x | x | PTA 1015 | Principles and Practice in Physical Therapy |
| x | x | x | x | x | x | x | x | PTA 1010 | Basic Patient Care in Physical Therapy |
| x | x | x | x | x | x | x | x | PTA 1020 | Modalities in Physical Therapy |
| x | x | x | x | x | x | x | x | HPR 1017 | Anatomical Kinesiology |
| x | x | x | x | x | x | x | x | PTA 1024 | Rehab Principles of Medical Management I |
| x | x |  | x | x | x | x | x | PTA 1031 | Professional Communication I |
| x | x | x | x | x | x | x | x | PTA 1034 | Rehab Principles of Medical Management II |
| x | x | x | x | x | x | x | x | PTA 1040 | Clinical Kinesiology |
| x | x |  | x | x | x | x | x | PTA 1041 | Professional Communication II |
| x | x | x | x | x | x | x | x | PTA 2080 | Internship I |
| x | x |  | x | x | x | x | x | PTA 2005 | Psychosocial Issues in Health Care |
| x | x | x | x | x | x | x | x | PTA 2030 | Orthopedic Assessment and Management |
| x | x | x | x | x | x | x | x | PTA 2040 | Neurological Assessment and Management |
| x | x |  | x | x | x | x | x | PTA 2051 | Professional Communication III |
| x | x | x | x | x | x | x | x | PTA 2078 | PTA Seminar |
| x | x | x | x | x | x | x | x | PTA 2081 | Internship II |
| x | x | x | x | x | x | x | x | PTA 2082 | Internship III |
|  |  |  |  |  |  |  |  | **PROGRAM COMPETENCIES (as determined by advisory committee)** | |
| 8. BASIC USE OF COMPUTERS | | |
| 7. WORKPLACE COMPETENCIES | | | |
| 6. PERSONAL QUALITIES | | | | |
| 5. THINKING SKILLS | | | | | |
| 4. SPEAKING AND LISTENING | | | | | | |
| 3. ARITHMETIC OR MATHEMATICS | | | | | | | |
| 2. WRITING | | | | | | | | |
| 1. READING | | | | | | | | | |

**WORKPLACE COMPETENCIES**

**Resources: A PTA student must identify, organize, plan, and allocate resources effectively.**

**C1 Time:** selecting goal-relevant academic activities such as additional laboratory time, additional computer time and independent study time, ranking them to allocate appropriate time and preparation for classroom activities, assignments, and discussion. Students must meet deadlines, turning in assignments as scheduled. They must also be on time for class and affiliations, accepting responsibility for attendance.

**C2 Money:** preparing hypothetical capital equipment and/or employee staff budgets to meet the changing fiscal demands of health care. Students have the opportunity to prepare charges and are aware of specific physical therapy costs. Students also research and are made aware of their financial educational responsibilities and resources that are offered through various private organizations, the APTA, student loans and grants and the sponsoring colleges.

**C3 Material and Facilities:** utilizing PTA equipment and teaching materials safely and efficiently, replacing materials to their proper storage space.

**C4 Human Resources:** assessing individual skills and distributing his/her work according to professional behaviors, evaluating his/her performance during mid-term and final student evaluation, and providing constructive feedback to other students and faculty.

**Information: A PTA student must be able to acquire and use information.**

**C5 Acquire and Evaluate Information.**

**C6 Organize and Maintain Information.**

**C7 Interpret and Communicate Information.**

**C8 Use Computers to Process Information.**

These criteria are included in the course curriculum as students research and collect data from various sources; prepare for research papers and projects; develop forms; collect and explain data; develop and inventory a record-keeping system for tracking and preparing for the student’s professional curriculum vitae; make oral presentations with various media; and use on-line computer data bases for research projects and for providing classroom assignments from the World Wide Web.

**Interpersonal Skills: A PTA student must work with others effectively.**

**C9 Participate as a Team Member:** contributing to a group effort during class, laboratory time, and clinical practicums.

**C10 Teach Others New Skills:** providing feedback to laboratory partners for laboratory checkoffs, exploring the preparation of home programs for hypothetical and real patients, and learning the basic skills of human interaction in preparing for the professional instruction of patient care.

**C11 Serve Clients/Customers/Patients/Families:** introducing the creation and teaching of therapeutic procedures and home programs for patients, families, and their caretakers.

**C12 Exercises Leadership:** Communicating ideas to justify positions, persuading and convincing others, responsibly challenging existing procedures and policies.

**C13 Negotiate:** working toward agreements involving exchange of resources among other PTA students, students in other disciplines, and faculty in preparation for working and consulting with other health care peers, students, and instructors of the total health care team.

**C14 Work with Diversity:** working well with and seeking opportunities to work well with men and women from diverse backgrounds. This ability to work well with others from diverse backgrounds is evaluated in the professional objective criteria of the course curriculum. Examples in the classroom and laboratory that are designed to prepare the student for the workplace include, but are not limited to, collaboration with other students to solve a hypothetical clinical problem; working through a classroom group conflict situation; instructing a concept to another student with an alternative learning approach; dealing with a dissatisfied faculty member in person; selecting and using appropriate leadership styles for the class elected officers; using effective delegation techniques when researching and presenting projects; and demonstrating an understanding of how therapists from different cultural backgrounds might choose various working situations, professional memberships and specialty certifications.

**Systems: A PTA student must understand complex interrelationships.**

**C15 Understands Systems:** Knowing how social, organizational, and technological systems work and operate effectively with them. PTA students must research and report on how to produce a profit-making physical therapy clinic during a time when health care costs are being reduced and expenses are on the rise. All of this must be done while maintaining professional care with a high standard of quality assurance. A student might choose to draw and interpret an organizational chart to explain the chain of command and quality assurance or become aware of a situation in physical therapy needing improvement and plan further investigation into the resolution of the problem.

**C16 Monitors and Corrects Performance:** Distinguishing trends, predicting impacts on system operations, diagnosing systems’ performance and correcting malfunctions.

**C17 Improves or Designs Systems:** Suggesting modifications to existing systems and developing new or alternative systems to improve performance.

**Technology: A PTA student must be able to work with a variety of technologies.**

**C18 Select Technology:** Students are introduced to the process of obtaining needed supplies and equipment providing patient care and performing physical therapy skills and procedures accurately. Students are introduced to the utilization of physical agents, physical therapy equipment (theraband, weight equipment, etc.), therapeutic exercise procedures, physical therapy evaluative tools (goniometer, dynamometer, etc.) and computerized equipment, as well as other related technologies.

**C19 Apply Technologies to Task:** PTA students are required to utilize computer technology for required Internet and World Wide Web assignments and complete assignments requiring the use of computer labs at Pike Peak Community College. Students are also introduced to the use of and proper procedures for setup and operation of exercise related equipment.

**C20 Maintain and Troubleshoot Equipment:** Students are made aware of preventing, identifying, and solving of mechanical and technical problems with common physical therapy modality and exercise equipment.

**FOUNDATION SKILLS**

**Basic Skills: The PTA student must read, write, and perform arithmetic and mathematical operations,**

**listen, and speak effectively.**

**F1 Reading:** locating, understanding, and interpreting written information in the course syllabi, textbooks, and references required and recommended in PTA classes and in required employer manuals, college and PTA program manuals, graphs, and class/laboratory schedules.

**F2 Writing:** communicating thoughts, ideas, information, and messages in writing by providing written feedback to the instructor in the form of daily assignments and exams and by creating handwritten documents such as employment letters to hypothetical employers, home programs, directions of instruction for laboratory competencies/checkoffs, patient documentation notes such as SOAP notes, and written reports summarizing applied objectives of the curriculum. Students are responsible for correct spelling of medical and non-medical terms as well as correct syntax and neatness. Students are introduced to computerized generated graphs and flow charts of physical therapy exercise/testing equipment.

**F3 Arithmetic:** performing basic computations; using basic numerical concepts when measuring distances, repetition of exercises, etc.

**F4 Mathematics:** approaching practical problems by discussing and understanding appropriate patient treatment times and costs as well as the interpretation of appropriate scientific/mathematic frequencies, wavelengths for therapeutic modalities and angles/torques for therapeutic exercises.

**F5 Listening:** receiving, attending to, interpreting, and responding to verbal and nonverbal messages. Students respond to their peers daily, especially during oral presentations with graded feedback, and meet with faculty during the semester to evaluate their listening skills.

**F6 Speaking:** organizing ideas and communicating orally by interacting with other students and faculty during class, laboratory time, unsupervised laboratory time, laboratory checkoffs and practicals, and by delivering oral presentations for PTA course projects.

**Thinking Skills: A PTA student must think creatively, make decisions, solve problems, visualize, and know how to learn and reason effectively. These skills are incorporated into the syllabus of each course.**

**F7 Creative Thinking:** modifying hypothetical and client treatment techniques as in the plan of care as allowed by the Rules of the Texas Board of Physical Therapy Examiners.

**F8 Decision Making:** implementing treatment programs for peers and clients and choosing the best alternative to modify the treatment techniques as allowed by law.

**F9 Problem Solving:** recognizing individual academic and/or personal problems and devising and implementing a plan of action to remedy the problem in conjunction with the instructor/program director during ongoing evaluations.

**F10 Visualizing (“Seeing Things in the Mind’s Eye”):** organizing main concepts of human anatomy in order to assimilate a large amount of conceptual material for practical use for better treatment of the patients using alternative learning techniques.

**F11 Knowing How to Learn:** using efficient learning techniques as taught in the classroom and laboratory to acquire and apply new knowledge and skills. These techniques include hands-on learning. Various learning techniques are also used in the computer laboratories to reinforce the learning of physical therapy principles.

**F12 Reasoning:** discovering the basic principles underlying the relationship between anatomical concepts and the implementation of treatment plans by applying these relationships to solve motor problems or to obtain a desired clinical outcome.

**Personal Qualities: A PTA student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.**

**F13 Responsibility:** exerting a high level of effort by spending additional time in open supervised and unsupervised laboratories and persevering toward attainment of competency and understanding of the human skeletal, muscular, and neurological systems. Students are also responsible for turning in assignments on time, as outlined by the syllabus, as well as adhering to the professional behavior components of the course syllabus.

**F14 Self-Esteem:** believing in one’s own self-worth and maintaining a positive view of oneself by self-evaluation during the mid-term evaluation, participating in group discussion during class and laboratory sessions, and establishing leadership roles in the PTA class.

**F15 Sociability:** demonstrating understanding, friendliness, adaptability, empathy, and politeness during PTA class and laboratory settings and independent study sessions. Students are objectively evaluated in this area by the work ethics and professional behaviors grading component.

**F16 Self-Management:** assessing oneself accurately as evaluated during the mid-term and final student evaluation, setting personal goals of academic and knowledge competency, obtaining at least 77% in all grading components of the course curriculum, maintaining a 2.0 GPA in the PTA curriculum, monitoring progress between mid-term and final student evaluations, and exhibiting self-control as indicated in the professional behavior’s component.

**F17 Integrity and Honesty:** choosing ethical courses of action, as established in the work ethics and professional behaviors component, and not committing fraudulent or negligent acts in the classroom and laboratory, i.e., cheating and the notification of instructor of commission/omission of error or wrongdoing.

Section II Resources

COUNSELING SERVICES

The Counseling Center is here for you:

As a PPCC student you get free mental health counseling sessions. We know school can be difficult to cope with and we care about your well-being and success.

If you or someone you know is in danger of harming themselves or someone else, IMMEDIATELY call 911 or go to the nearest hospital emergency room. If you are on a PPCC campus, call Campus Police at 502-2900.

[Counseling Services Website](https://www.ppcc.edu/counseling-center)

Centennial Campus  
(CC)

Room A141  
719-502-4782

Rampart Range Campus (RRC)

Room N107c

Downtown Studio Campus (DTSC)

Room S126a

LIBRARY SERVICES

**The PPCC Libraries Support Students and the Community**

The libraries offer full-service check-out and returns during regular library hours. Students, staff, and faculty, as well as members of the community, are always welcome. There are databases of full text journals available for students they can access 24-7.

For checkout, PPCC students need to present a PPCC student ID. This serves as your Library card. PPCC faculty and staff need an ID card from Human Resources. For the community, a local public library card or college ID, and a picture ID are required to check out books.

[PPCC library service website](https://www.ppcc.edu/learning-commons/library/circulation)

STUDENT FINANCIAL AID

PPCC Financial Aid Office assists students with a variety of financial assistance programs. The financial aid program includes scholarships through local groups, hospitals, and organizations. [The financial aid website](https://www.ppcc.edu/financial-aid-office) contains information about scholarships, loans, and part-time employment. In addition, the PTA department notifies students of scholarships available specifically for PTA students. The Student Financial Aid Services phone number is 979-209-7230.

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| Centennial Campus (CC)  Room A-110  [Maps & Directions](https://www.google.com/maps/dir/Pikes+Peak+Community+College,+5675+S+Academy+Blvd,+Colorado+Springs,+CO+80906/@38.7630667,-104.884117,12z/data=!4m15!1m6!3m5!1s0x0000000000000000:0xd3518e581b39799a!2sPikes+Peak+Community+College!8m2!3d38.7646916!4d-104.786675!4m7!1m0!1m5!1m1!1s0x871343bcdbb452ed:0xd3518e581b39799a!2m2!1d-104.786685!2d38.764699)  719.502.3000   Fax: 719.502.2074  Office Hours  Mon. 8:00 AM - 5:00 PM Tues. 8:00 AM - 5:00 PM Wed. 8:00 AM - 5:00 PM Thurs. 8:00 AM - 5:00 PM Fri. 9:00 AM - 5:00 PM Sat. Closed Sun. Closed | Rampart Range Campus (RRC)  Room S-102  [Maps & Directions](https://www.google.com/maps/dir/PPCC+RRC,+11195+CO-83,+Colorado+Springs,+CO+80921/@38.9927438,-104.7911583,17z/data=!4m16!1m7!3m6!1s0x87134c57e73a9b5d:0x497607f62f977e4f!2sPPCC+RRC!3b1!8m2!3d38.9927438!4d-104.7889696!4m7!1m0!1m5!1m1!1s0x87134c57e73a9b5d:0x497607f62f977e4f!2m2!1d-104.7889696!2d38.9927438)  719.502.3000   Fax: 719.502.2074  Office Hours  Mon. 8:00 AM - 5:00 PM Tues. 8:00 AM - 5:00 PM Wed. 8:00 AM - 5:00 PM Thurs. 8:00 AM - 5:00 PM Fri. 9:00 AM - 5:00 PM Sat. Closed Sun. Closed | Downtown Studio Campus (DTSC)  Room S-102  [Maps & Directions](https://www.google.com/maps/dir/Pikes+Peak+Community+College-Downtown+Studio+Campus,+100+W+Pikes+Peak+Ave,+Colorado+Springs,+CO+80903/@38.8350058,-104.829475,17z/data=!4m16!1m7!3m6!1s0x8713453cb274c427:0x65df542d0eaabc23!2sPikes+Peak+Community+College-Downtown+Studio+Campus!3b1!8m2!3d38.8350058!4d-104.8272863!4m7!1m0!1m5!1m1!1s0x8713453cb274c427:0x65df542d0eaabc23!2m2!1d-104.8272863!2d38.8350058)  719.502.3000   Fax: 719.502.2074  Office Hours  Mon. 8:00 AM - 5:00 PM Tues. 8:00 AM - 5:00 PM Wed. 8:00 AM - 5:00 PM Thurs. 8:00 AM - 5:00 PM Fri. 9:00 AM - 5:00 PM Sat. Closed Sun. Closed |

LEARNING COMMONS

**Learning Commons**

The Learning Commons is a cooperative learning space that encourages learning through resource exploration, academic skill development, and social connectedness. [Learning Commons website link](https://www.ppcc.edu/learning-commons).

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| Centennial Campus (CC)  Room A-200  [Maps & Directions](https://www.google.com/maps/dir/Pikes+Peak+Community+College,+5675+S+Academy+Blvd,+Colorado+Springs,+CO+80906/@38.7630667,-104.884117,12z/data=!4m15!1m6!3m5!1s0x0000000000000000:0xd3518e581b39799a!2sPikes+Peak+Community+College!8m2!3d38.7646916!4d-104.786675!4m7!1m0!1m5!1m1!1s0x871343bcdbb452ed:0xd3518e581b39799a!2m2!1d-104.786685!2d38.764699)  719.502.2400 | Rampart Range Campus (RRC)  Room N-200  [Maps & Directions](https://www.google.com/maps/dir/PPCC+RRC,+11195+CO-83,+Colorado+Springs,+CO+80921/@38.9927438,-104.7911583,17z/data=!4m16!1m7!3m6!1s0x87134c57e73a9b5d:0x497607f62f977e4f!2sPPCC+RRC!3b1!8m2!3d38.9927438!4d-104.7889696!4m7!1m0!1m5!1m1!1s0x87134c57e73a9b5d:0x497607f62f977e4f!2m2!1d-104.7889696!2d38.9927438)  719.502.2440 | Downtown Studio Campus (DTSC)  Room N-204  [Maps & Directions](https://www.google.com/maps/dir/Pikes+Peak+Community+College-Downtown+Studio+Campus,+100+W+Pikes+Peak+Ave,+Colorado+Springs,+CO+80903/@38.8350058,-104.829475,17z/data=!4m16!1m7!3m6!1s0x8713453cb274c427:0x65df542d0eaabc23!2sPikes+Peak+Community+College-Downtown+Studio+Campus!3b1!8m2!3d38.8350058!4d-104.8272863!4m7!1m0!1m5!1m1!1s0x8713453cb274c427:0x65df542d0eaabc23!2m2!1d-104.8272863!2d38.8350058)  719.502.2318 |

COMPUTER SERVICES

Welcome to the Computer Lab!

ITSS computer labs at the Downtown Studio, Rampart Range, and Centennial campuses are available for students, faculty, and staff with preference given to currently enrolled students.

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| Centennial Campus (CC)  Room A300  719-502-2442  Office Hours:  Mon.7:30 a.m. - 9:30 p.m.  Tue.7:30 a.m. - 9:30 p.m.  Wed.7:30 a.m. - 9:30 p.m.  Thu.7:30 a.m. - 9:30 p.m.  Fri.7:30 a.m. - 4:00 p.m.  Sat.10:00 a.m. - 3:00 p.m.  Sun.1:00 p.m. - 4:00 p.m | Rampart Range Campus (RRC)  Room E203  719-502-2408  Office Hours:  Mon.7:30 a.m. - 9:30 p.m.  Tue.7:30 a.m. - 9:30 p.m.  Wed.7:30 a.m. - 9:30 p.m.  Thu.7:30 a.m. - 9:30 p.m.  Fri.7:30 a.m. - 4:00 p.m.  Sat.10:00 a.m. - 3:00 p.m.  Sun.Closed | Downtown Studio Campus (DTSC)  Room S207  719-502-2443  Office Hours:  Mon.8:00 a.m. - 6:00 p.m.  Tue.8:00 a.m. - 6:00 p.m.  Wed.8:00 a.m. - 6:00 p.m.  Thu.8:00 a.m. - 6:00 p.m.  Fri.8:00 a.m. - 4:00 p.m.  Sat.10:00 a.m. - 3:00 p.m.  Sun.Closed |

ACCESSIBILTY SERVICES

Accessibility Services provides reasonable and appropriate accommodations for students with disabilities. Every student needed accommodations needs to register with [accessibility services](https://www.ppcc.edu/accessibility-services/students).

PTA PROGRAM FACILITIES

The PPCC PTA Program is located at the Center for Health Education and Simulation. The office numbers for the Program Director, Administration Assistant, and Faculty/Instructors are provided to students at the start of each course in the program. Office hours will be posted on faculty doors and will be provided in the Course Syllabus for every PTA course.

The PTA lecture and instruction classrooms are in the Center for Health Education and Simulation Building. The PTA laboratory and classroom are on the 2nd floor. Storage cubicles for students are provided within the PTA laboratory.

The PTA lab is a simulated clinical practice area used for teaching and learning a variety of essential physical therapy skills. The lab is stocked with valuable equipment and supplies. Students are expected to observe lab rules and assist in keeping the lab orderly.

Simulation labs/rooms are also located within the same facilities, and these labs will be utilized occasionally for clinical lab situations. Multidisciplinary scenarios will be utilized with Nursing, EMS, and other medical programs.

PTA students may use the PTA lab for practice. A student can do this by scheduling time with the Course or Lab Instructor or by utilizing open lab times posted in the lab, unless notified of closure.

Clinical practicum experience will be obtained in area physical therapy facilities.

APTA/CPTA MEMEBERSHIP

Membership in the American Physical Therapy Association (APTA) provides PTA (Affiliate) students full association rights and privileges at a fraction of the professional cost. Joining the APTA as a student will guarantee continuation of student rates for the first year following graduation. APTA Benefits include:

1. Subscription to *Physical Therapy Journal, Pt-Magazine of Physical Therapy* and *PT Bulletin.*

2. Significant member discounts for APTA products.

3. APTA continuing education information, which are used throughout the program curriculum.

4. Complete group insurance packets for you and your family.

5. A source of job opportunities.

Membership in the APTA/CPTA is required for the entire program.

Students have the option to join the Affiliate Assembly, which is designated for Affiliate PTA members only and provides the latest information focused on the PTA as well as PTA students. Students in the PPCC PTA program are required to become a member in the APTA and CPTA (financial aid or alternatives may be available, discuss with program director) and are encouraged to join the Colorado PTA - SIG (Special Interest Group). Access to APTA membership-only sites is required to complete several assignments throughout the program and is helpful for required research. Attendance and participation in Southeast District events will also be required as part of assignments throughout the program.

Section III Policies and Procedures

**Standards of Ethical Conduct for the Physical Therapist Assistant**

HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; 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. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and 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. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

**Standards**

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

(Core Values: Compassion and Caring, Integrity)

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 therapist services.

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

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

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

2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient and 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.

(Core Values: Collaboration, Duty, Excellence, Integrity)

3A. Physical therapist assistants shall make objective decisions in the patient’s or client’s best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and 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 therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

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

(Core Value: Integrity)

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 (e.g., patients and clients, students, supervisees, research participants, or employees).

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

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

4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

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

(Core Values: Accountability, Duty, Social Responsibility)

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 and 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.

(Core Value: Excellence)

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 and clients and society.

(Core Values: Integrity, Accountability)

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 and 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 and clients.

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

(Core Value: Social Responsibility)

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 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 therapist services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

SCOPE AND BEHAVORIAL CONDUCT

**Behavioral Conduct**

PTA students representing PPCC are expected to conduct themselves in a manner that reflects favorably upon themselves and the program. If a student acts in such a manner as to reflect immature judgment or disrespect for others, the student will be counseled, and the issue managed according to the dismissal and progressive disciplinary policies that are provided in the PPCC College Catalog.

All students may be evaluated on “Professional Behavior” through a skill check off. (See Forms Section Professional Behavioral Skills, page 89.) This check-off is to help prepare students for what is expected of them in the clinic and facilitate professional behavior. Students will be counseled on their failure to comply with expected behaviors and professional skills. If students demonstrate unacceptable behavior or professional skills, the Generic Abilities Assessment will be used for remediation to identify weaknesses and document progress towards meeting expected student behavior levels. Repeated failure to comply with professional behaviors is grounds for dismissal from the PTA program. Criteria for classroom/laboratory evaluation include but are not limited to the following requirements that the student:

1. is respectful and considerate of peers/faculty,

2. arrives to class/lab on time and prepared,

3. accepts criticism in a constructive manner,

4. demonstrates respect for all students and expect their respect in return,

5. compliments appropriate behavior and motivates with positive feedback,

6. determines what is working and what merits some attention,

7. listens when someone else is speaking and does not disrupt other students with private conversations,

8. demonstrates professional body language,

9. reports lateness and absence according to PTA handbook guidelines,

10. adheres to PTA dress code in lecture, laboratory and in clinical situations,

11. notifies instructor of commission/omission errors,

12. commits no fraudulent or negligent acts,

13. maintains personal hygiene,

14. actively participates in group discussion,

15. is willing to work with all types of patients, including those with infectious diseases such as AIDS, tuberculosis, and hepatitis.

**Colorado States Practice Act**

**12-285-210. Scope of part 2 - exclusions**.

(1) This part 2 does not prohibit:

(a) Practice as a physical therapist assistant in this state by a legally qualified physical therapist assistant from another state or country whose employment requires the physical therapist assistant to accompany and care for a patient temporarily residing in this state, but the physical therapist assistant shall not provide physical therapy services for another individual, nor shall the person represent or hold himself or herself out as a physical therapist assistant certified to practice in this state;

(b) The administration of massage, external baths, or exercise that is not a part of a physical therapy regimen;

(c) A person registered, certified, or licensed in this state under any other law from engaging in the practice for which the person is registered, certified, or licensed;

(d) Practice as a physical therapist assistant in this state by a legally qualified physical therapist assistant from another state or country for the purpose of participating in an educational program of not more than sixteen weeks' duration;

(e) The practice of a physical therapist assistant licensed, certified, or registered in this or any other state or territory of the United States who is employed by the United States government or a bureau, division, or agency thereof while within the course and scope of the physical therapist assistant's duties; or

(f) The performance of noninvasive debridement, such as autolytic and enzymatic debridement treatment.

**12-285-211. Grounds for disciplinary action.**

(1) The board may take disciplinary action in accordance with sections 12-20-404 and 12-285-212 against a person who has:

(a) Committed an act that does not meet generally accepted standards of physical therapist assistant practice or failed to perform an act necessary to meet generally accepted standards of physical therapist assistant practice;

(b) Engaged in sexual contact, sexual intrusion, or sexual penetration, as defined in section 18-3-401, with a patient during the period of time beginning with the initial evaluation through the termination of treatment;

(c) Abandoned a patient by any means;

(d) Failed to make essential entries on patient records or falsified or made incorrect entries of an essential nature on patient records;

(e) (I) Committed abuse of health insurance as set forth in section 18-13-119; or

(II) Advertised through newspapers, magazines, circulars, direct mail, directories, radio, television, or otherwise that the certified physical therapist assistant will perform an act prohibited by section 18-13-119;

(f) Committed a fraudulent insurance act, as defined in section 10-1-128;

(g) Falsified information in any application or attempted to obtain or obtained a certification by fraud, deception, or misrepresentation;

(h) Engaged in the habitual or excessive use or abuse of alcohol, a habit-forming drug, ora controlled substance as defined in section 18-18-102 (5);

(i) (I) Failed to notify the board, as required by section 12-30-108 (1), of a physical illness, physical condition, or behavioral, mental health, or substance use disorder that impacts the certified physical therapist assistant's ability to perform physical therapy with reasonable skill and safety to patients;

(II) Failed to act within the limitations created by a physical illness, physical condition, or behavioral, mental health, or substance use disorder that renders the certified physical therapist assistant unable to perform physical therapy with reasonable skill and safety to the patient; or

(III) Failed to comply with the limitations agreed to under a confidential agreement entered into under sections 12-30-108 and 12-285-215;

(j) Refused to submit to a physical or mental examination when so ordered by the board under section 12-285-214;

(k) Failed to notify the board in writing of the entry of a final judgment by a court of competent jurisdiction against the certified physical therapist assistant for malpractice or a settlement by the certified physical therapist assistant in response to charges or allegations of malpractice, which notice must be given within ninety days after the entry of judgment or settlement and, in the case of a judgment, must contain the name of the court, the case number, and the names of all parties to the action;

(l) Violated or aided or abetted a violation of this part 2, an applicable provision of article 20 or 30 of this title 12, a rule adopted under this part 2, or a lawful order of the board;

(m) Been convicted of, pled guilty, or pled nolo contendere to a crime related to the certified physical therapist assistant's practice or a felony or committed an act specified in section A certified copy of the judgment of a court of competent jurisdiction of the conviction or plea is conclusive evidence of the conviction or plea. In considering the disciplinary action, the board is governed by sections 12-20-202 (5) and 24-5-101.

(n) Fraudulently obtained, furnished, or sold a physical therapist assistant diploma, certificate, renewal of certificate, or record, or aided or abetted any such act;

(o) Represented, or held himself or herself out as, in any manner, a physical therapist assistant or practiced as a physical therapist assistant without a certification, unless otherwise authorized under this part 2;

(p) Used in connection with the person's name a designation implying that the person is a physical therapist assistant without being certified under this part 2;

(q) Practiced as a physical therapist assistant during the time the person's certification was expired, suspended, or revoked; or

(r) Failed to respond in an honest, materially responsive, and timely manner to a complaint issued under this part 2.

ESSENTIAL FUNCTIONS FOR THE PHYSICAL THERAPIST ASSISTANT PROGRAM

The following tasks are normally performed by students in the Physical Therapist Assistant program curriculum. If a “No” response is given to one of the tasks, reasonable accommodation will be considered and utilized as appropriate.

The Physical Therapist Assistant Program at Pikes Peak Community College is an intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing physical therapist assistants (PTAs). The program has been designed to prepare students to enter the occupation of physical therapist assisting with the ability, knowledge, and skills necessary to successfully perform all the essential functions expected of entry-level PTAs. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether they are able to perform the specified tasks.

In accordance with applicable state and federal laws regarding people who have disabilities and our program’s philosophy, we are committed to making reasonable accommodations for students who have disabilities to enable them to successfully perform the essential functions as delineated below. If a student determines he or she cannot meet an essential function due to a disability, either upon admission to the program or at any point thereafter, it is the responsibility of the student to notify the Accessibility Services of that determination and to request a reasonable accommodation. A reasonable accommodation is a strategy, agreed upon by the student and the College, which enables the student to meet a technical standard. The faculty and student will work together, within the context of the agreed upon strategy, to provide the student with the opportunity to meet the technical standard. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that students will be successful in meeting the requirements of any one course. Should a student be unable to meet a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn. The essential functions are:

1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

To accomplish the essential functions of the role of the physical therapist, the student must be able to meet the following technical standards:

1. **Affective/behavioral skills – use of social and professional skills to demonstrate**

**•** Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.

• Appreciation that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.

• Appropriate behaviors and attitudes to protect the safety and wellbeing of patients, self and classmates.

• Ability to appropriately handle situations which may be physically, emotionally or intellectually stressful including situations which must be handled swiftly and calmly.

• Ability to adjust to changing situations and uncertainty in an academic or clinical environment.

• Possession of attributes of accountability, altruism, compassion and caring, excellence, integrity, professional duty, social responsibility, flexibility, empathy and motivation.

• Ability to accept constructive feedback and modify behaviors as necessary.

• Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments.

• Ability to reason morally and practice physical therapy in an ethical manner.

• Willingness to learn and abide by professional standards of practice.

• Ability to be self-reflective.

• Ability to be assertive and take initiative as appropriate.

• Ability to delegate or direct others and function effectively as part of a health care team.

1. **Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate and synthesize information in order to make decisions. Includes demonstration of the ability to**

• Comprehend, integrate, and synthesize a large body of knowledge in a short period of time.

• Utilize knowledge of natural, clinical, and social sciences to provide appropriate interventions in a clinical setting.

• Gather appropriate information during patient interventions in order to make clinical decisions appropriate to the scope of practice of a PTA.

• Appraise information and determine appropriate measurements to be taken during the episode of care.

• Evaluate the information gleaned from patient/client performance measurements to progress patient interventions appropriately within the written plan of care.

• Acknowledge limitations of knowledge and/or performance to provide safe, effective patient/client care.

• Prescribe therapeutic home programs as indicated by the results of the examination utilizing a variety of instructional methods for patients/clients and/or family members.

• Self-reflect on performance to accurately assess own professional strengths and weaknesses.

• Develop a plan to address professional areas of weakness.

1. **Communication skills- use of verbal (oral and written) and nonverbal abilities to**

• Express own ideas and feelings clearly.

• Demonstrate willingness and ability to give and receive feedback.

• Listen actively in order to receive and interpret oral communication.

• Communicate effectively and sensitively in English with other students, faculty, patients, patients’ families, other professionals.

• Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships.

• Communicate clearly and audibly during interactions with classmates, professors, patients and members of the health care team.

• Elicit appropriate information from patients/caregivers.

• Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.

• Receive, write, and interpret written communication in both clinical and academic settings.

• Read and record observations and plans legibly, efficiently, and accurately in documents such as the patient’s record, both handwritten and electronic.

• Complete written assignments.

• Establish rapport with client, caregivers, and colleagues.

• Observe patients for the purpose of eliciting information, accurately describing changes in facial expression, mood, posture and other nonverbal communication.

• Use therapeutic communication such as attending, clarifying, coaching, facilitating and touching.

1. **Observation skills – functional use of vision, hearing, and other sensory modes to**

• Observe audiovisual presentations, written materials, laboratory demonstrations and procedures.

• Effectively perform auscultation/auditory evaluation inclusive of, but not limited to, lung, heart, apical pulse, blood pressure, and joint and prosthetic noises.

• Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.

• Appropriately take a patient’s/client’s subjective information.

• Accurately observe a patient’s/client’s activity and behavior during interventions.

• Observe changes in patient/client status which may require modification of activity or intervention such as: color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.

• Accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.

• Appreciate tactile feedback related to safe and accurate application of procedures such as palpation and manual muscle testing.

• Read information from equipment and patient charts such as EKG and radiographs.

1. **Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to • Perform the skills mentioned in the other sections of this document. • Avoid jeopardizing the health and safety of others with whom one interacts. • Avoid offending others with whom one interacts.**

• Develop rapport with patients/clients, caregivers, classmates, faculty and other health care professionals.

• Respond appropriately to stressful situations in the classroom and clinic.

1. **Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a physical therapist assistant student in a wide variety of clinical settings. Student should demonstrate the ability to**

• Assume and maintain a variety of positions, including but not limited to sitting and standing, squatting, kneeling, reaching, walking, stair climbing, and movement of the trunk and neck in all directions.

• Perform manual material handling and manipulation of objects of various sizes and weights including lifting and transferring patients/clients, guarding patients/clients during gait training on level and uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients/clients.

1. Safely lift up to 50 lbs. independently
2. Safely lift up to 200 lbs. with assistance
3. Safely push and pull up to 200 lbs. occasionally.

• Utilize strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise.

• Utilize bilateral fine motor control to manipulate testing

instruments/equipment/writing instruments/computers.

• Manually palpate various body structures during measurement and intervention procedures.

• Balance self and provide support and balance to patients/clients on a variety of surfaces.

• Perform a variety of endurance activities for up to 8-12 hours with occasional rest breaks. These include the ability to:

1. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily
2. Frequently lift 10 lbs. and occasionally lift weights between one and 50 lbs.
3. Occasionally carry up to 25 lbs. while walking up to 50 ft.
4. Frequently exert up to 75 lbs. of push/pull forces for up to 50 ft, and occasionally exert 200 lbs. For distances up to 5 feet with or without assistance.
5. Frequently turn, bend, stoop, and squat.
6. Occasionally crawl, reach above shoulder level and kneel.
7. Frequently change position and location at speeds that permit safe handling of patients/clients.
8. Frequently stand and walk while providing support to a patient/client with a disability.
9. Continuously use hands repetitively with a firm grasp and manual dexterity skills.
10. Frequently coordinate verbal and manual activities with gross motor activities.

Drug Testing/Alcohol Testing/Criminal Background Investigation (CBI)

Although possession and use of marijuana is consistent with Colorado Constitution requirements is no longer a crime, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act of 1989, the use and/or possession of marijuana is strictly prohibited. Students/instructors will not be under the influence of unprescribed controlled substances while on campus, in a clinical experience, or acting in the capacity of a college representative.

To ensure the safety of patients, faculty, staff, and students, the use of drugs or alcohol by students is prohibited when participating on campus in Physical Therapist Assistant Program classes, clinical, simulation, or labs at PPCC. The PPCC Physical Therapist Assistant Program supports and enforces a zero (0) tolerance alcohol and drug policy. All Physical Therapist Assistant students will be expected to pass the drug tests and CBI to receive full acceptance to the Physical Therapist Assistant Program at PPCC. Students may also be subject to suspicion-based testing while in the Program. Students will have the opportunity to discuss the results of their drug test with a member of the Human Resources staff. Students who fail testing will not be admitted to the Physical Therapist Assistant Program.

All background investigation and drug testing information are kept confidential. Any violations of the Program or college drug and alcohol policy will be subject to disciplinary action, up to and including expulsion from PPCC. The drug test and/or any necessary transportation to a testing facility must be paid for at the student’s expense. For initial drug testing, students must use the designated lab and testing date identified by the PPCC Physical Therapist Assistant Program. Please refer to Physical Therapist Assistant Program web site and/or course clinical packets for forms and payment information. Subsequent placement at PPCC Physical Therapist Assistant Program clinical sites is contingent upon presentation of a negative drug test. Physical Therapist Assistant students may be subject to random, mandatory drug testing at the clinical agency in which they practice. Students may also be responsible for that cost. If results are inconclusive, mandatory testing will be required at the student’s expense. Students testing positive will be immediately dismissed from the clinical agency. If a positive test is reported, the student must meet with the Physical Therapist Assistant Program Director and will be administratively withdrawn from the Program. Students may also be subject to additional background investigations mandated by a clinical site. In the event a student is not cleared for clinical assignment, related to an additional background investigations requirement, the student will have the opportunity to discuss the results of their background investigations with a member of the PPCC Human Resources staff.

Any student who is readmitted to the Physical Therapist Assistant Program for any reason must repeat the Criminal Background Investigation (CBI) and drug testing procedure at their own expense (see Student Readmission Policy).

**Criminal Background Investigations**

All students must complete a criminal background investigation prior to admission to the Physical Therapist Assistant Program. If any background investigation reveals information relevant to the application, the designated individual responsible for background checks may request additional information from the applicant. Any offenses uncovered because of the background check shall be reviewed on a case-by-case basis. A non-passing background investigation may result in a student not being admitted or not being allowed to continue in the Physical Therapist Assistant Program.

All re-entering students or students transferring into the Program must repeat the CBI and drug testing before they will be allowed to into the Program. (See Student Readmission Policy).

**Refusal to Participate**

Students may refuse to participate in initial or suspicion-based testing. However, those students refusing will not be admitted into the Program and any student who refuses to test based on reasonable suspicion while they are in the Program will lead to disciplinary action, up to and including dismissal from the Program.

Please refer to the PPCC Student Conduct policy related to drugs and alcohol: [Alcohol and Drug Policy](https://catalog.ppcc.edu/content.php?catoid=3&navoid=195#alcohol-and-drug-policies).

Although possession and use of marijuana consistent with the requirements of the Colorado Constitution is no longer a crime in the State of Colorado, the possession and use of marijuana in all its forms (including CBD oil products containing THC, etc.) remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and/or possession of marijuana continues to be prohibited while a student is on campus, including any time the student is in a clinical experience or representing the college.

Only the person for whom a prescription drug is prescribed can bring the medication on PPCC property or a clinical setting. The prescription drug must be in its original container. The student must use the prescription drug only in the manner, combination, and quantity prescribed. Suspicion based alcohol or drug testing will be performed if performance or behavior in the Physical Therapist Assistance Program is suspected to be substance related.

**Suspicion Based Testing**

The Physical Therapist Assistant Program may test students on a reasonable cause basis. If a student is having performance problems that a faculty member or clinical staff believe may be related to alcohol or drug use, the student will be requested to submit immediately to drug or alcohol testing at the student’s expense. If this must be performed at an alternative site, transportation must be arranged via taxi and the student is responsible for paying for transportation. Continuance in the Program is contingent on consent by the student for testing. Refusal to consent to testing will result in disciplinary action up to and including dismissal from the Program. The Program has the right to access and review the results of any testing. If the test is positive and/or the student is impaired, the student will be sent home via alternative transportation, at the student’s expense. A positive test will result in student dismissal from the Program.

**Definitions:**

*Alcohol Testing*: Providing a breath, blood, or urine sample to determine the presence of alcohol. Authorized Lab: A collection site or sites identified by the PPCC Physical Therapist Assistant Program where students may present themselves for the purpose of taking a drug test.

*Controlled Substance*: has the meaning assigned by the Title 21 United States Code (USC) Controlled Substances Act Section 21 USC 802 and includes all substances listed on Schedule I through V as they may be revised from time to time (21 CFR 1308), such as amphetamines, natural and synthetic opiates, marijuana, cocaine, barbiturates, methadone, phencyclidine, benzodiazepines, and propoxyphene and their metabolites, methaqualone, and prescription drugs for which the student does not have a current prescription.

*Drug Test:* Providing a blood and/or urine sample to be analyzed for the presence or absence of specific controlled substances, as well as for substitution, adulteration, or dilution of the sample.

*Positive Test*: The presence in the test sample of illegal drugs and/or metabolites, or of prescription drugs and metabolites for which the student does not have a current prescription (excluding medical marijuana), at levels exceeding current testing guidelines. Dilute test results may be considered to be positive test results.

*Drug*: Any substance (other than alcohol) that is a controlled substance as defined in this section.

*On Duty Time*: Beginning when a student arrives at a clinical rotation site until the time, he/she leaves the clinical rotation site, or all time actively participating in any PPCC Physical Therapist Assistant Program class, lab, simulation or other activities including volunteer activities.

*Reasonable Cause:* When the college or clinical rotation site believes the actions or appearance or conduct of a physical therapist assistant student who is on duty is indicative of the use of alcohol or a controlled substance.

*Suspicion-Based Testing*: The student may be required to submit to a drug test if Physical Therapist Assistant Program personnel or clinical site personnel have reasonable cause to believe that a student’s performance problems or displayed behavior may be substance related.

STUDENT CODE OF CONDUCT

To support a positive, safe, and productive learning environment for the entire College community, all students are expected to abide by the Pikes Peak Community College Student Code of Conduct. Conduct that violates student rights and freedoms and is subject to disciplinary action includes, but is not limited to:

1. **Academic Misconduct**

Plagiarizing, cheating, or committing any other form of academic misconduct including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences as determined by the instructor and to disciplinary action as outlined in the Pikes Peak Community College disciplinary procedures (Colorado Community College System President’s Procedure SP4-30).

1. **Disruptive Behavior**

Engaging in any disruptive behavior that negatively affects or impedes teaching or learning (regardless of mode of delivery or class setting); or disrupts the general operation of the college.

1. **Deceitful Acts**

Engaging in deceitful acts, including, but not limited to: forgery, falsification, alteration, misrepresentation, non-disclosure, or misuse of documents, records, identification and/or educational materials.

1. **Conduct that is Detrimental to College or to Safety**

Conduct that is deemed detrimental, harmful and/or damaging to the college and/or that jeopardizes the safety of others as determined by the Pikes Peak Community College Dean of Students. Examples include, but are not limited to, slamming doors, throwing chairs, and/or defacing of college property.

1. **Physical/Non-physical Abuse**

* Physical abuse or conduct that threatens or endangers another person’s health or safety.
* Non-physical abuse, threats, intimidation, coercion, influence, or any unwelcome conduct in any form that is sufficiently severe, pervasive, or persistent that it alters the conditions of the learning environment or employment.
* Knowingly falsifying, publishing, or distributing, in any form, material that tends to impeach the honesty, integrity, virtue or reputation of another person

1. **Harassment and/or Discrimination**

Discrimination or harassment based on sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation.

1. **Sexual Misconduct**

Sexual Misconduct offenses include, but are not limited to Sexual Harassment, Non-Consensual Sexual Contact (or attempts to commit same), Non-Consensual Sexual Intercourse (or attempts to commit same), and/or Sexual Exploitation. (See SP 4-120a for more information: [www.cccs.edu/sp-4-120a-sexual-misconduct/](http://www.cccs.edu/sp-4-120a-sexual-misconduct/)).

1. **Weapons**

Possession or distribution of any unauthorized firearms, ammunition, explosives, fireworks and/or other dangerous weapons (or chemicals) or use/threat of use of any instrument as a weapon to intimidate, harass, or cause harm to others.

1. **Narcotics/Alcohol**

Use, being under the influence, manufacturing, possession, distribution, purchase, or sale of alcohol and/or drugs (illegal and/or dangerous or controlled substance) while on college-owned or college-controlled property, and/or at any function authorized or supervised by the college and/or in state owned or leased vehicles.

Note: Although possession and use of marijuana consistent with the requirements of the Colorado Constitution is no longer a crime in the State of Colorado, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug Free Schools and Communities Act, the use and/or possession of marijuana continues to be prohibited while a student is on college owned or college-controlled property, and/or any function authorized or supervised by the college and/or in state owned or leased vehicles.

1. **Dress Code**

Dress or personal hygiene that fails to meet the established safety or health standards of specific classes or activities offered by the college.

1. **Leaving Children Unattended**

Leaving children unattended or unsupervised in campus buildings or on campus grounds unless enrolled or participating in authorized campus activities.

1. **Violation of Laws, Directives, and Signage**

* Violating any municipal, county, state or federal law that adversely impacts the conditions of the educational or employment environment.
* Violations of college traffic and parking rules, regulations, or signage.
* Creating an intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular. This includes but is not limited to leading or inciting to disrupt college activities. Failure to comply with the lawful directives of College employees acting within the scope of their duties, including those directives issued by a college administrator to ensure the safety and well-being of others.
* Violations of college policies, protocols, or procedures.

1. **Illegal Gambling**

Participation in illegal gambling activities on college owned or college-controlled property, and/or any function authorized or supervised by the college and/or in state owned or leased vehicles.

1. **Unauthorized Entry and/or Unauthorized Possession**

Entry into or use of any building, room, or other college-owned or college-controlled property, grounds, or activities without authorized approval. This also includes, but is not limited to the unauthorized possession, duplication or use of college keys, lock combinations, access codes, and access cards and/or credentials.

1. **Unacceptable Use of College Equipment, Network or System**

Unacceptable uses of any college-owned or operated equipment, network or system including, but not limited to: knowingly spreading computer viruses; reposting personal communications without author’s consent; copying protected materials; using the network for financial or personal gain, commercial activity, or illegal activity; accessing the network using another individuals account; unauthorized downloading/uploading software and/or digital video or music; downloading/uploading, viewing or displaying pornographic content, or any other attempt to compromise network integrity.

1. **Unauthorized Pets/Animals**

Possession of any unauthorized pet or animal, excluding trained service animals while on college-owned or college-controlled property.

1. **Tampering with Student Organization, Election, or Vote**

Tampering with the process of any college recognized student organization, election, or vote.

1. **Group or Organization Conduct**

Students who are members of a college recognized student organization or group and commit a violation of SCOC may be accountable both as an individual and as a member of the student organization.

1. **Abuse of the Student Disciplinary and/or Grievance Procedure**

Abuse of the Student Disciplinary and/or Grievance Procedure includes, but is not limited to the following:

* Disruption or interference with the orderly conduct of the student disciplinary/grievance procedure.
* Falsification, distortion, or misrepresentation, or knowingly pursuing malicious, frivolous, or fraudulent charges.
* Attempting to discourage an individual’s proper participation in, or use of, the student disciplinary/grievance procedure.
* Attempting to influence the impartiality of a participant and/or the student disciplinary/grievance procedure.
* Harassment (verbal or physical) and/or intimidation of a participant in the student disciplinary/grievance procedure.
* Failure to comply with directives and/or sanctions imposed under student disciplinary/grievance procedure.
* Influencing or attempting to influence another person to commit an abuse of the student disciplinary/grievance procedure.
* Engaging in retaliatory acts in any form against any person or person(s) involved in the student disciplinary/grievance procedure

1. **Official college communication will be sent to your college email.**

INCIDENTS (If the behavior is violent, PPCC Police have jurisdiction of the incidence)

**Level 3**

Student, Dean, Instructor, and Division Chair (or designee) Meet

Student returns to class

(Resolution form completed with student and instructor signature)

No Agreement

(Instructor notes no agreement on resolution form)

Agreement

**Level 2**

Student, Instructor, and Division Chair (or designee) Meet

No Meeting

Agreement

No Meeting

No Agreement

(Instructor notes no agreement on resolution form)

**Level 1**

Student and Instructor Meet\*

Student barred from class

(Instructor notes no meeting on resolution form)

Student barred from class

(Instructor notes no meeting on resolution form)

Student returns to class

(Resolution form completed with student and instructor signature)

Agreement

No Meeting

No Agreement

(Instructor notes no agreement on resolution form)

Student barred from class

(Instructor notes no meeting on resolution form)

Student returns to class

(Resolution form completed with student and instructor signature)

HEARING OFFICER (Dean of Students)

PROGRESSIVE DISCIPLINE POLICY

Progressive disciplinerefers to the concept of increased severity in disciplining students who repeatedly violate rules of the program or clinical sites. Verbal or written reprimands will be given for initial and/or minor infractions of rules; if infractions are repeated, progressively harsher discipline will be imposed. Some critical situations will require immediate disciplinary measures which may involve suspension or immediate dismissal from the program.

**CLASSIFICATIONS OF PROGRESSIVE DISCIPLINE ARE:**

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

1. **Critical Offenses** are violations of program or clinical facility’s rules and regulations or misconduct which may justify immediate termination.

Even if discharge is indicated, the student shall be suspended immediately (no more than two clinical days) while the incident is being investigated by the Program Director or Clinical Instructor and other involved adjunct faculty members.

**EXAMPLES OF CRITICAL OFFENSES ARE:**

* two major violations are equivalent to one critical offense
* physical assault on any person during clinical or class time
* negligent acts of conduct detrimental to patient care
* possessing, consuming, or being under the influence of intoxicants, narcotics, or non-prescribed barbiturates in class or on clinical premises
* conviction of a felony
* insubordinate acts or statements
* unauthorized access or copying of records (school or clinicals)

2. **Major Offenses** are lesser violations than critical offenses but may require immediate disciplinary suspension from class or clinicals for a 1st offense (one day suspension for the 1st offense).

**EXAMPLES OF MAJOR OFFENSES ARE:**

* two serious violations are equivalent to one major offense
* sleeping in class, in the laboratory or on clinical
* refusal to work - or perform an assigned task
* negligent acts or conduct detrimental to patient care
* verbal assault to fellow students or others
* an act of sexual harassment
* willful or negligent damage of equipment or property
* theft of clinical facility patient, student, visitor, or employee property

3.  **Serious Offenses** do not justify immediate dismissal or suspension but may require disciplinary action in the form of a written reprimand. Documentation of disciplinary action(s) will be accumulative throughout the two years.

**EXAMPLES OF SERIOUS OFFENSES ARE:**

* two minor violations will be equivalent to one serious offense
* willful negligence
* use of vile, profane, or abusive language
* falsifying information or events
* removal of hospital or clinic property from premises

4. **Minor Offenses** are lesser violations of the class or clinics’ rules and regulations which may require disciplinary action in the form of a verbal or written reprimand. Verbal reprimands may be documented in the student’s counseling form.

**EXAMPLES OF MINOR OFFENSES ARE:**

* sharing confidential information
* excessive breaks
* excessive tardies
* failure to follow orders
* horseplay (boisterous non-work-related activities)
* smoking, drinking, eating in non-designated areas
* failure to notify clinical instructor (or clinical site) of absence on or before date of absence
* poor attitude or inability to work with others
* leaving assigned areas without authorization

(See Forms Section Counseling Offense Form, page 94.)

**PROGRESSIVE DISCIPLINE IS ADMINISTERED BY THE TYPES OF OFFENSES, AS FOLLOWS:**

MINOR

1st Offense..........................................................Verbal reprimand

2nd Offense.........................................................Written Warning

3rd Offense..........................................................Suspension

4th Offense..........................................................Dismissal

SERIOUS

1st Offense...........................................................Written Warning

2nd Offense..........................................................Suspension

3rd Offense..........................................................Dismissal

MAJOR

1st Offense...........................................................Suspension

2nd Offense..........................................................Dismissal

CRITICAL

1st Offense............................................................Dismissal

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Integrity is expected of every student in all academic work. Academic integrity means that a student’s submitted work must be the student’s own and reflect an honest attempt to complete the assigned work. Forms of academic dishonesty include, but are not limited to, cheating, fabrication, facilitating academic dishonesty, and plagiarism. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community.

Students must use their own knowledge and skills to complete examinations without referring to others’ answers, old examinations, class notes, or other references unless specifically permitted by the instructor. The student must compile research information to write major papers, giving proper documentation without plagiarizing or copying. Cheating will not be tolerated. The consequences for this can lead to the maximum penalty that PPCC will allow, including, zero on assignment, academic probation, and/or dismissal from the program.

The faculty believes academic integrity and professional accountability are inextricably linked. These qualities are essential to practicing physical therapy in a safe and ethical manner within parameters as stated in the “APTA Standards of Practice for Physical Therapy” and the “Code of Ethics and Guide for Professional Conduct.” During clinical laboratory experiences, students are required to exercise confidentiality regarding all patient and staff information, just as they will during subsequent physical therapy practice. The student’s progress in developing professional characteristics, including observances of legal and ethical standards, is evaluated in all clinical courses.

PROFESSIONAL BEHAVIORS

Professional behavior by students is always expected. Students are expected to follow professional standards when in the classroom, laboratory, and clinical settings. Guidelines for these standards are as follows:

1. Professional Behavior (Section IV Forms)

* Ten specific “Professional Behaviors” are assessed throughout the PTA Program curriculum.
* PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.
* Expected Professional Behavior levels are:
  + End of Semester II: All Professional Behaviors at least beginning level
  + End of Semester III: 50% of Professional Behaviors at intermediate level or higher
  + End of Semester V: all Professional Behaviors at least intermediate level or higher
  + End of Semester VI: all Professional Behaviors at entry level
* Faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, students will be placed on probation or dismissed from the program.

2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

3. \*See Forms Section "Professional Behavioral Skills,” page 89.

COMMUNICATION WITH FACULTY

Good communication is important at all levels. The student is encouraged to always go through proper channels to resolve any conflict that arises. In the academic realm, the student should first speak with the person in conflict, such as a fellow student or the teacher. If further remediation is needed, the student should follow the chain of command, and then go to the PTA Program Director. If the grievance is not satisfactorily resolved, the student should then contact the Dean of Medical Sciences, the Vice President of Instruction, and then the President of PPCC College, following “Student Grievance Process” in the [PPCC College Catalog](https://catalog.ppcc.edu/content.php?catoid=4&navoid=310#student-disciplinary-procedure). During clinical practicums, the student should follow the same procedure, initially discussing problems with the clinical instructor.

Messages for the faculty can be left via email, office telephone, through D2L, or in the Health Sciences Administrative Assistant Office. Office hours are posted on the faculty office door and in the “Course Information Sheet” given on the first day of class. Faculty will make appointments to meet with students at other times as needed. Please use these times for discussion about class, lab procedures, or clinical concerns.

It is important that phone messages are left at the PTA office, or the faculty office numbers, supplied to students at the beginning of their academic tenure. Faculty members are not to be contacted at home; email messages are retrieved regularly in case of more emergent situations.

**Conferences**

Conferences may be held at any time during a semester, to be scheduled at a convenient time for both faculty and student. At this time, a “Counseling Form” (See Forms Section, pages 94 and 95) will be completed by the faculty person conducting the conference. Students having academic difficulties will be instructed in ways to improve their performance and possibly be referred to [success coaching](https://www.ppcc.edu/academics/coaching/index.php).

If an offense has been charged, a second counseling form will be completed documenting the results, and the “Progressive Discipline Policy” will be followed.

All forms must be signed by the student, indicating that he/she has read the form and had an opportunity to write their comments. The forms will be placed in the student’s file.

EMERGENCY PHONE CALLS

\*Messages or phone calls for students are on an **emergency basis only**.

The following is a list of suggestions to make contacting student as easy as possible. Students should:

1. Tell babysitters and family members what days and times they are scheduled to be in the classroom and the lab area.
2. Leave the PTA office number, as provided, with their schedule. The caller should always identify themselves, and state that they are seeking a "PTA student."
3. Inform family and babysitters of the time and location of all clinical visits or practicums. Callers need to know the clinical instructor's name and have him/her paged.
4. Leave a schedule with the school that their child is attending.

\*\*\* Cell phones must not be used for any type of communication while in class. Ringing phones and sending text messages are distracting to other students and the instructor. While use of cell phones is permitted for recording of lectures, this must be done in such a way to not disrupt the instruction. Any actions not in accordance with this guidance will result in a ban of the student’s cell phone from the classroom or lab.

COMPLAINTS

Complaints regarding the program should be first addressed to the PTA Program Director [joseph.miller@ppcc.edu](mailto:joseph.miller@ppcc.edu) or 719-502-3486. Unresolved complaints or complaints about the Program Director should be directed to the Dean of Medical Sciences at [Montse.Edie-Korleski@ppcc.edu](mailto:Montse.Edie-Korleski@ppcc.edu) or 719-502-3426. All complaints will be documented, including the projected outcome, and kept on file at the program facility. No retaliation will occur to the individual filing the complaint by the PTA Program or by the college. Complaints regarding accreditation issues regarding the program should be addressed to the Commission on Accreditation in Physical Therapy Education. This Commission is located at 3030 Potomac Ave. Suite 100, Alexandria, Virginia, 22314; accreditation@apta.org.

COURSE REQUIREMENTS

All PTA courses must be taken in sequence and can be taken only in the semester listed. All courses required within the listed curriculum must be passed with a "C" or higher. A passing grade of 77% or above is required in all PTA classes. Students must pass both the clinical and theoretical components of each PTA course to progress to the next course. Specific grading requirements for individual courses are stated in each Course Syllabus. A student must complete all assignments or receive an incomplete in the course. Students achieving less than 77% in a course will be dismissed from the program and may reapply the following year.

Grading distribution for all PTA courses will be assigned to the following scale:

A = 93 - 100%

B = 85 –92%

C = 77 - 84%

D = 69- 76%

F = Below 69%

**GPA**

A=4.0 B=3.0 C=2.0 D=1.0 F=0

Whole numbers only will be reported for scores. Standard rounding will be utilized. For example, 75.5 will be 76.0; 74.4 will be 74.0.

GRADING POLICY

The overall grade in the class (to include but not limited to written exams, lab exams, skill checks, participation, assignments etc.) must be 77% to pass the class.

Students must pass all skill checks and practical exams in a course to pass each course which includes a lab component.

Refer to the latest Pikes Peak Community College Catalog for further information regarding grading requirements for graduation.

**INCOMPLETE GRADE**: If a student receives a grade of incomplete the student must clear the incomplete grade before the next semester begins to continue in the program: not being able to clear the grade in this period will be considered a drop from the program and the student must follow the Re-admission Policy.

**MAKE UP FOR MISSED WRITTEN EXAMS**: NO written make-up examinations will be administered in classes in the Physical Therapist Assistant Program unless the appropriate instructor approves of the make-up and/or PRIOR arrangements have been made with that instructor. Any written make up test score will be lowered by one (1) full letter grade (the equivalent of 10%) so that a grade of "B" is the highest grade that can be achieved. It is the student’s responsibility to contact the instructor before the next class session after the date of the exam to plan for the make-up exam (Refer to course syllabi for specifics)

**PROGRESSION REQUIREMENTS**

* Students must attain at least an overall grade of “C” (a 77% or greater) or better in each PTA course to continue in the Program.
* Students must receive at least a 77% average score on all theory written exams to pass a course.
* Students must pass all practical exams with a 77% to pass the course. This includes passing skills checks and 100% on safety criteria and passing all skills checks. If any student receives a “zero” or “no” on any safety criteria item on a lab exam he/she will automatically fail the exam. All lab exams must be passed to pass the course.
* A student must meet all course objectives outlined in each course syllabus to pass a course.
* Student must pass all clinical education courses.
* Students must be at the required minimal professional behaviors level for each semester. (See professional behavior assessment form in Forms Section IV)
* A student must receive a minimum grade of “C” (PPCC college grading scale not PTA program grading scale) in all general education courses on the degree plan to meet the requirements for graduation.
* All general education courses MUST be completed and passed with a “C” or **better by the end of the 4th semester in the program**. If the general education courses are not completed the student will not be allowed to continue to the fifth semester courses.
* An overall grade point average of 2.5 on all courses in the degree plan is required for graduation.
* It is the student’s responsibility to maintain current Health Care Provider CPR certification and required immunizations throughout the Program. Students should bring a copy of their current Health Care Provider CPR card and immunization records to the PTA Program office prior to enrolling in each PTA semester to ensure recertification and immunizations are up to date.
* Students receiving a final grade of "D" or less in ANY PTA or general education course will be disqualified from the PTA Program and will not be allowed to enroll in further PTA classes without first successfully completing the re-admission process outlined in this Manual.
* The student is responsible for monitoring his/her own GPA and meeting the PTA academic requirements.

SKILL CHECKS AND PRACTICAL EXAMS

A skill check is an assessment of a student’s ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, two peer skill checks must be completed with two different lab partners. The results of the peer skill checks must be documented on the skill check form. Students then can work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs if there is time.  **Students will be randomly assigned into groups of 4 students for peer skills checks. That group will be documented. If one member of that group fails the skills check with the instructor, all group members will have to do the peer skills check again even if some members passed the instructor skills check. Only the members that failed will do instructor evaluated checks again. Once all members pass or there is a removal from the program then the other members will get a passing grade on the skills check.**

Students are responsible for making sure they have completed all skill checks and received evaluator’s signatures on the checklist prior to the terminal practical examination for each course. Students MUST successfully complete each Skills Checklist for laboratory courses to pass the course, and progress through the program. Students will have the opportunity to practice the skills during lab time and are encouraged to spend extra time on skills as necessary and can retake a skill up to two time for a total of 3 attempts with instructor grading.

A skill check is an assessment of a student’s ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, two peer skill checks must be completed with two different lab partners. The results of the peer skill checks must be documented on the skill check form. Students will then work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs if there is time.

Students must pass all skill checks and practical lab examinations by demonstrating skill competency and safety. The critical safety elements will be outlined on the skill check and practical exam grading rubric and all criteria must be passed. A student will automatically fail the skill check or lab practical exam if he/she receives a “zero” or “no” in any critical safety elements. The skill competency criteria must be passed, and the overall lab exam must be passed with at least a 77%.

**Critical Safety Skills/Performance Elements**

Critical Safety Skills/Performance Elements are those components of a skill check that are vital to the competent performance of the intervention and to ensure the safety of the patient. Although each intervention may have specific critical elements, there are Critical Safety Skills that are common to numerous skills throughout the curriculum. Failure to complete a Critical Safety Skills/Performance Element during a skill check or during a practical examination will result in fail of that skill check or practical exam.

* + Grading Performance of each skill will be graded on a pass/fail basis.
    - To be deemed competent and pass, a student must receive a Pass for each skill and for the critical safety elements required of each.
    - Students will have a maximum of 3 attempts with the instructor to demonstrate competency.
    - Students will be remediated after each unsuccessful attempt and an action plan will be written via the remediation contract.
    - If more than one attempt is needed, the students’ grade will be the average of all attempts.
    - A student who does not demonstrate competency on any skill after 3 attempts with the instructor, WILL BE REQUIRED TO WITHDRAW FROM THE COURSE AND WILL NOT BE ALLOWED TO PROGRESS IN THE PROGRAM.

If the preceding occurs after the PPCC withdrawal date, the student can remain in the class, but will not complete any future skill check nor will they participate in the practical exam, and they will receive an “F” in the course.

**Practical Examinations**

A Practical examination will be administered in laboratory classes. Student must pass all skills check to be eligible to take the practical exam. Practical examination must be passed with at least a 77%. Practical examination will consist of Critical safety elements and performance elements. Any failure of a critical safety skill will result in a failure of the practical examination. Students will receive 2 attempts to remediate if they do not pass their first attempt at a practical examination. They must complete any make up practical within 3 weeks of the initial practical examination. If the student passes the first reattempt, a maximum score of 92% can be achieved. If the student fails the first reattempt but passes the second reattempt, the maximum score that can be achieved is 77%. If a student fails the examination but passes critical safety elements, 2 attempts will be given to remediate. If the student passes the first attempt, a maximum score of 92% can be achieved. If the student fails the first attempt but passes the second attempt, the maximum score that can be achieved is 77%. If the student requires retest for critical safety elements, the student only gets 2 attempts total for the practical examination. I.E., fails 1st critical safety element and passes retest, they get only one retest for the practical examination. If the student fails the critical safety element, fails the 1st retest, and passes the 2nd retest, they get 1 attempt at passing the practical examination.

If a student fails 2 attempts for critical safety elements, they fail the practical with a 0%. If a student fails 3 attempts for the examination, the student fails the practical with the grade tabulated. If a student fails critical safety elements, the student will be removed from the program per the dismissal procedures. If the student fails the examination (but not critical safety elements), the student will arrange remediation and sign a contract with the instructor and program director (see remediation contract in forms section IV). If the student achieves remediation, they will still receive a failing grade for the practical examination but can continue in the program if the overall grade in the class is 77% or better.

ACADEMIC PROGRESS STANDING-PPCC POLICY

**Application**

For students who have completed fewer than 9 credit hours total, the college will monitor satisfactory progress through an Academic Alert process. These students are not subject to Academic Standing.

Academic Standing applies to all students who have completed 9 or more credits total at a CCCS college, regardless of the number of term credits they attempt from that point forward. Academic Standing shall be applied consistently and uniformly within each CCCS institution. All colleges will determine Academic Standing following the posting of most term grades for each semester. Students placed on probation or suspended will be notified of their status. Suspended students will not be allowed to attend any CCCS college in the subsequent semester/s unless an appeal is approved. Academic Standing status will be noted on the advising, official, and unofficial transcripts. The Academic Standing of a student is not specific or limited to the home institution; it does impact a student’s enrollment at other CCCS colleges.

**Principle**

Designates a practice for measuring and notifying students of their academic standing.

**Guideline**

Recognizing the value of measuring academic progress for all students, the Colorado Community College System (CCCS) has established the following practice and procedures for measuring and notifying students of their academic standing. This procedure is intended to be informational and helpful, but also establishes clear standards of academic progress that must be met and maintained to be a successful student in our colleges. CCCS colleges are encouraged to devise and implement appropriate Academic Alert strategies early in the term to assist students who are experiencing academic difficulties. A student’s academic standing at one college will impact academic standing at another CCCS college.

**Definitions**:

Only college level classes will be used to calculate term and cumulative GPA’s. This includes summer term courses.

Only courses taken “in residence” will be used for this procedure; “In residence” means taken at the student’s home institution. Courses taken elsewhere and transferred in does not apply. The GPA calculations for this procedure may not match those used for financial aid purposes or athletic eligibility.

Cumulative Grade Point Average will be abbreviated as CGPA.

Term Grade Point Average will be abbreviated as TGPA.

**Practice Standards:**

*Initial Standing*

Student has completed fewer than 9 cumulative credit hours with a CGPA => 2.00 for all classes completed.

*Academic Alert*

Student has completed fewer than cumulative 9 credits with a CGPA < 2.00 for all classes completed.

*Good Standing*

Student has completed at least 9 cumulative credit hours and has a CGPA => 2.00 for all classes completed.

*Probation*

Student has completed at least 9 cumulative credit hours and has a CGPA < 2.00 for all classes completed.

*Returning to Good Standing*

By the conclusion of the Academic Probation term, the student must raise their CGPA to at least 2.0. If this condition is met, the student returns to Good Standing.

*Probation (Continuing)*

If a student on Academic Probation earns a TGPA of at least 2.00 for all classes completed during the term but fails to raise their CGPA to at least 2.0 for all classes completed, the student will be allowed to attend the next term but will remain on Academic Probation.

*Suspension*

If a student on Academic Probation earns a TGPA of less than 2.0 for all classes completed, the student will be suspended and will not be allowed to enroll at any CCCS College for the next term, excluding summer term (as summer term may not be used as a “suspension term”).

**Suspension Rules:**

* Summer term may not be used as a "suspension term".
* Summer term may be used to remediate (improve) the GPA. If a student wishes to enroll for summer term after being suspended, they will need to follow their home institution’s process.
* Initial suspension is for one term, excluding summer term.
* A second suspension is for two terms, excluding summer term.
* If a student, who has served the suspension time for initial suspension or second suspension, wishes to return, the student will be allowed to re-enroll only after meeting with an academic advisor at the CCCS College that the student wishes to attend. The student will be placed on Academic Probation.
* A third suspension is for two full years, or 4 academic terms excluding summers.
* If a student, who has served the third suspension time of two years, wishes to return, the student must meet with an advisor from the CCCS College the student wishes to attend to get their suspension hold removed.

**Suspension Appeals**:

* Students may appeal their suspension based on procedures developed by their home college or the CCCS College they wish to attend. At a maximum, students may appeal to their home college and to one other CCCS College of their choice.
* If the student’s suspension appeal is approved, the student will be placed on Academic Probation.
* If the student’s suspension appeal is not approved, the student may be dropped from all courses registered for in upcoming terms at their home college. Students are ultimately responsible for their enrollment and need to check their enrollment schedule for accuracy.
* The student needs to check with their home college regarding enrolling for summer term classes.

REMEDIATION POLICY

**REMEDIATION FOR A STUDENT DURING A CLASS**

Any student not achieving minimal competency on any activity, as prescribed in the Course Syllabus for any course, may be offered the opportunity and/or required to schedule to meet for remediation with the course instructor. An individualized remediation "plan for success" will be implemented at this time via a remediation contract (see forms section IV). Plan for success will be triggered is any failure of lecture course exam or student overall grade falls below 77% in the course. Remediation sessions must be completed, as required by the instructor, for the student to continue to progress and remain in good standing in the PTA program. Remediation sessions will be held outside of scheduled class times and may include referral to a counselor or other professional for assistance.

**REMEDIATION FOR A STUDENT DURING CLINICAL EDUCATION**

See Clinical Internship Handbook.

**REPEATED FAILURE POLICY**

Students are expected to accept responsibility for preparing for examinations. Any student who consistently fails written and/or laboratory practical exams (more than 2 written or 2 practical exams per course) will be required to attend special remediation and may be excused from the program for failure to demonstrate academic success.

DISMISSAL PROCEDURES

Dismissal may apply to those students who:

* fail to meet the Standards for Progression.
* fail to meet the attendance requirements.
* fail to clear any Incomplete grade prior to the next semester.
* elect to drop or withdraw from a Program core course.
* fail to continue in the Program without interruption in the publicized sequence of courses.
* demonstrate unethical, illegal or unsafe practices as outlined in the Colorado Physical Therapy Practice Act and the APTA Code of Conduct for Physical Therapist Assistants

Every attempt will be made by faculty to facilitate student success in the program. Should dismissal be warranted students will be notified by the Program Director in writing regarding the decision to dismiss and the circumstances leading to this decision. Students can appeal this decision according to college policies and procedures.

NOTIFICATION OF ACADEMIC SUCCESS

* PTA instructors will notify students of their most recent standing in the course after each major testing sequence (i.e., after each major written exam or in the case of a lecture/lab course after each written and lab grouping of exams) on email or written notification.
* PTA instructor(s) will notify students no later than the eighth week of each term if they are failing to meet minimum continuation criteria in the course. Criteria that may lead to unsuccessful completion of a course include:
  + Substandard examination performance.
  + Substandard skill competency and/or conduct.
* The instructor will set up an appointment to meet with the student who is currently unsuccessful to provide data and counseling within one week of notification of possible unsuccessful completion of a course.
* The instructor and the student will sign a learning contract which will include a corrective Plan of Action.
* The instructor will notify the Program Director of the student’s lack of academic success and provide a copy of the learning contract for the student’s file.
* All student/faculty conferences will be private and confidential.

WITHDRAWAL

A student who wishes to withdraw from a PTA course(s), thus the program, after registration must meet with the PTA Program Director, notify the registrar and the Office of the Vice President of Instruction, return all library books and equipment, and clear all accounts. An exit interview will be conducted by the Program Director to assure proper advisement, documentation of student records, and plans for readmission as appropriate. If a student is forced to withdraw because of a medical emergency or pregnancy, and the student is in good standing with the PTA Program (i.e., has maintained a 77% or better grade average in the PTA Program and has performed satisfactorily in Behavioral Skills), that student will be allowed readmission to the program following the standards listed below. (See Forms Section Statement of Withdrawal, page 93.)

READMISSION INTO THE PTA PROGRAM

A student who was not successful in past PTA Program courses must follow the re-admission guidelines:

1. Meet with the Program Director to identify and discuss the causes surrounding student’s lack of progress in the program.
   1. A student can only be readmitted once.
2. Meet with a College Advisor/Counselor to identify and discuss the causes surrounding student’s lack of progress in the program.
3. Students who wish to re-enter the PTA Program must notify the Program Director in writing by April 1st before the summer semester re-entry OR by November 1st before the spring semester reentry. The letter must include:
   1. The student’s identification of the causes for the lack of progress.
   2. A plan that establishes the groundwork for future academic success based on activities to correct identified deficiencies as developed by the student following discussions with the Program Director and College Counselor.
4. Since the courses are sequential and build upon each other in theory and skill, any PTA course taken during the unsuccessful semester and the semester before in which the student received a “C” or lower must be repeated. This is to ensure currency and competency of skills.
5. Students must demonstrate competency of psychomotor skills and theory knowledge of the courses taken and passed before dismissal from the program. This will include but is not limited to the following:
   1. Complete all skills checks from classes that they passed prior to reentry. Students will be given two opportunities to pass the skills checks.
   2. A comprehensive written exam covering past courses. Students will be given two opportunities to pass this exam.
   3. If the student is re-entering the fall semester II, they must take the PTA Internship I course during the summer prior to re-entering (steps a and b must have been completed successfully before going to clinical experience).
   4. Retake all skill checks from the previous classes.
6. Students will be re-admitted only if there is space available in the semester they are re-entering.
7. Students who wish to re-enter the first semester in the Program are ranked with all program applicants using the program admission criteria.
8. The student who has been gone from the program greater than one year will have to re-apply to the program and will be ranked with all program applicants using the program admission criteria. He/she will have to re-take all courses and begin at the first semester.
9. Students who do not pass a clinical education course must re-take and pass all courses prior to that clinical experience.
10. Any student will only be re-admitted one time into the PTA Program; therefore he/she will only have two attempts to complete the Program.
11. Students disqualified due to legal, ethical or safety issues will not be considered for re-entry.
12. The petitioner will be notified in writing of the decision to re-admit or deny re-admission within ten (10) business days of completing testing outlined in #5.
13. The petitioner will return the notice of agreement of participation to the Program Director within 10 working days of receipt of notification letter and will make an appointment to discuss the petition results with the Program Director. The student and the Program Director will develop a learning agreement reflective of the student’s petition contents as a means of following up on the student’s progress in those areas.
14. If the student is unsuccessful in carrying out the requirements of the learning contract, he/she will be notified of his/her lack of progress and will be dropped from the Program. The student will not be allowed to apply for re-entry consideration a second time in accordance with the established departmental policy that allows students to petition for re-entry one time only.

EXAMS

Students may be tested in the classroom, online, and in the laboratory, situation using fellow students, simulated patients, and faculty. Students must first review procedures, check off skills, and practice applications in the lab with peers until they are comfortable with the procedure and then be tested or checked off by the instructor. They must demonstrate competency, as per course guidelines and objectives, to pass a written test or lab practical. Lab practical exam will incorporate problem solving, communication, and note writing skills. The tests, written and lab, will include knowing the indications, contraindications, precautions, physiologic effects on the body, correct and safe application, and/or demonstration of the skill.

EXAM TAKING PROCEDURES

1. Seating arrangements, leaving the room, and stopping an examination for violations of the test taking policy are at the option of the instructor.
2. ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY. Any student absents from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reasons must be excused by the instructor before the time of the scheduled examination, or be brought about by a very serious, verifiable, emergency circumstance. All make-up examinations must be taken no later than one week after the student returns to class. Any unexcused absence from an examination will automatically result in a score of ZERO for that examination.
3. An area will be designated for personal belongings (books, purses, backpack, phones, watches, etc.) before students enter a testing situation. The only materials that students may have at the table with them where they are taking the test are pencils to fill in the test answer sheets. The faculty will distribute scratch paper to be used during the test.
4. If scantrons are utilized, the student must use a number 2 lead pencil. The answers must be neatly marked, and any erasures must be clearly removed.
5. Cheating will not be tolerated. If a student is found cheating, he/she will receive a grade of zero and will not be allowed to retake the test. If repeat offenses occur, the student will receive the maximum penalty that Pikes Peak Community College allows, including dismissal from the program.]
6. All tests and answer sheets must be handed in within the time limit.
7. Violation of the testing policy may be grounds for dismissal from the program.
8. Test grades will be provided to students by the instructor.
9. Time allowed for exams will be determined by the instructor prior to the exam. Students will have one class period to take the examination unless otherwise specified. Students will be allowed 2 hours for final exams, or a time as specified by the instructor prior to the start of the exam.
10. After completing the exam, the student must leave the classroom and move away from the doorway. Students should not ask the instructor in the room to explain an answer or try to argue the answer while an exam is in progress. Again, talking is disruptive to other students taking the exam. Students may re-assemble after all students have completed the test.

EXAM REVIEW ETIQUETTE

1. Talking is not allowed during exam review sessions; others are trying to concentrate.
2. Students should not ask the instructor in the room to explain an answer or try to argue the answer while an exam review is in progress.
3. Any student wishing to challenge an answer on an exam should complete a challenge form. (See Forms Section Exam Question Challenges Form, page 92.)
4. Each student should write his or her own challenges – no collaboration.

b. All challenges must be documented with source and page number; they will not be reviewed if not documented.

c. Students should use the texts available.

d. All challenges must be signed and dated.

1. If a student wishes to review any exam individually with the course instructor, they must schedule a time to do so prior to the week of the next subsequent exam in that course. Exams will not be reviewed during the next testing week, nor will an individual review of all exams be conducted in preparation for the final exam.

Note: the faculty reviews all appropriately written challenges and analyzes all questions. Instructors accept challenges with appropriate reasoning and documentation and may accept more than one answer on questions that have questionable statistics. However, the faculty has no obligation to accept challenges without a sound base.

WRITTEN PROJECTS

**Formatting**

1" Margins, 12pt Font, Double Spaced, and AMA style.

**Grading Criteria**

A The “A” paper represents original, outstanding work; it shows careful thought, fresh insights, and stylistic maturity. With practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. The reader moves through the paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. At the end, the instructor feels that he/she has learned something and has received some unexpected and welcome illumination.

B The “B” paper shows thought but not unusual originality. It may have a few mechanical errors, but these do not seriously distract the reader. The language, while neither trite nor bureaucratic, probably lacks the candor and precision of more memorable writing. Although it has clear organization and substantial development, the “B” paper will not have the organic unity of the best writing. Its transitions, while appropriate, emphasize the logical turnings of the writer’s mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself.

C A grade of “C” represents average college-level work. The “C” paper is a competent expression of ordinary thoughts in ordinary language. The writing is basically correct, though it may have some mechanical errors, but monotonous. Because of inadequate transitions, the paper often has a choppy effect, one that is intensified by simple organization and vague development. By relying on generalities rather than precise, illustrative details, the writer of a “C” paper leaves the reader feeling not much better informed than when he first picked up the essay.

D The “D” paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

F As writing that falls below the minimal standards for college-level literacy, the “F” paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper, e.g., lack of control of punctuation and inclusive of fragments or coma splices in almost every paragraph, but serious weaknesses usually occur in several areas.

0 For content in any form:

a. Unacknowledged source of any borrowed information;

b. Unmarked exact wording (direct quotation) from original source, whether a phrase (four or more words) or sentence(s).

c. Work not turned in by due day assigned unless you are formally excused by PPCC PTA faculty or you have an official note from your doctor.

STUDENT GRIEVANCE PROCEDURES

Reference  
Board Policy 4-31; SP 4-31a

Application  
The procedure applies to students within the Colorado Community College System (CCCS).

Basis  
This Student Grievance Procedure is intended to allow students an opportunity to present an issue which they feel warrants action, including the right to secure educational benefits and services.

If the basis of the claim is discrimination and/ or harassment based on federal or state civil rights laws, the student must file a grievance under the Civil Rights Grievance and Investigation Process. If the accused (respondent) is a student, please refer to SP 4-31a. If the respondent is a CCCS employee, please refer to SP 3-50a.

Definitions

Complainant(s) is a person who is subject to alleged inequity as it applies to Board Policies, System President’s Procedures, or College Procedures. For purposes of this procedure, a complainant is student who was enrolled at the time of the alleged incident.

Respondent(s) is a person whose alleged conduct is the subject of a complaint. For purposes of this procedure, a respondent can be a CCCS employee(s), student(s) who was enrolled at the time of the alleged incident, authorized volunteer(s), guest(s), visitor(s), or college.

Grievance: A grievable offense is any alleged action which violates or inequitably applies State Board Policies, System President’s Procedures, and College Procedures. The complainant must be personally affected by such violation or inequitable action.

Non-grievable matters: The following matters are not grievable under this procedure except as noted: matters over which the college is without authority to act; grades and other academic decisions unless there is an allegation that the decision was motivated by discrimination and/or harassment which should be filed under the appropriate Civil Rights Grievance and Investigation Process.

Chief Student Services Officer (CSSO): The college employee designated by the college president to administer student grievances. The CSSO may delegate the responsibility over student grievances to another person.

Notice: Notices which are required to be given by this procedure shall be considered served upon the student when given by personal delivery, mailing by certified mail, or email with receipt notification to the address the student has filed with the College’s admissions and records office. If notice is mailed, student shall be given three (3) additional days to respond.

Day: Refers to calendar day unless otherwise noted below.

Remedy: The relief that the Grievant is requesting.

Filing a Complaint

All complaints shall be made as promptly as possible after the occurrence. A delay in reporting may be reasonable under some circumstances; however, an unreasonable delay in reporting is an appropriate consideration in evaluating the merits of a complaint or report.

Procedures

Students must timely submit all grievances in writing (See Appendix) to the CSSO. The grievance should clearly and concisely describe the alleged incident(s), when and where it occurred, and the desired remedy sought. The grievance should be signed by the initiator or, in the case of an email submission, sent as an email attachment, in letter format and should contain the name and all contact information for the grievant. Any supporting documentation and evidence should be referenced within the body of the formal grievance. Additionally, the initiator of a formal grievance should submit any supporting materials in writing as quickly as is practicable.

The complainant’s supporting documentation should clearly demonstrate all informal efforts, if any, to resolve the issue(s) with the person involved and the person’s supervisor. This includes names, dates and times of attempted or actual contact along with a description of the discussion and the manner of communication made in the course of each effort. If contacting the person involved and/or the supervisor is impracticable, the complainant should state the reasons why.

The CCCS community benefits from informal and formal procedures that encourage prompt resolution of complaints and concerns students may have about the implementation of policies and procedures that govern the institution.

Informal Grievance Process

Complainant is encouraged to resolve the issue with the Respondent through the informal process. The CSSO shall facilitate the informal process. If the informal grievance process is unsuccessful, or if CCCS or the complainant chooses not to pursue the informal process, the CSSO will open a formal grievance case.

Formal Grievance Process

Complainant must timely file a written statement of the actions complained of and describes the remedy s/he is seeking with the CSSO. A matter could also be referred to this process by the College president or his/her designee. Once a written grievance is filed or referred, the CSSO or designee will determine whether or not the situation states a grievable offense. The matter will be closed if the situation is determined not grievable and the Complainant will be notified of the reasons.

If the matter is determined to be grievable, the CSSO will request a meeting (hearing) with both the complainant and respondent. Both parties will be given the opportunity to discuss the allegations of the grievance and may offer any documentation, witnesses, or other materials in support of the complaint. During this hearing, neither party may have a representative, including attorneys or law students. These procedures are entirely administrative in nature and are not considered legal proceedings.

No audio or video recording of any kind other than as required by institutional procedure is permitted.

The CSSO may also contact or request a meeting with relevant college staff, students, or others as part of the investigation.

At the CSSO’s discretion, the CSSO may discontinue meetings with anyone that is causing a disruption to the process or is being uncooperative and will proceed to make a determination based on the information known at that time.

Based on the preponderance of evidence, the CSSO shall issue a decision, in writing, to both the complainant and respondent. The decision shall reject or grant the grievance and make recommendation(s) to resolve the issue(s). The complainant and respondent shall be advised of his/her right to appeal the decision, subject to the grounds below, by filing a written appeal with the CSSO within seven (7) days of service of the Decision.

In the event of an appeal, the CSSO shall give written notice to the other party to allow him/her the opportunity to submit a response in writing. The CSSO will also draft a response memorandum (also shared with all parties). All appeals and responses are then forwarded to the appeals officer or committee for initial review to determine if the appeal meets the limited grounds and is timely. The original finding will stand if the appeal is not timely or substantively eligible, and the decision is final. If the appeal has standing, the documentation is forwarded for consideration. The party requesting appeal must show error as the original finding is presumed to have been decided reasonably and appropriately. The ONLY grounds for appeal are as follows:

1. A procedural or substantive error occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures); or
2. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding. A summary of this new evidence and its potential impact must be included in the written appeal.

If the appeals officer or committee determines that new evidence should be considered, it will return the complaint to the CSSO to reconsider considering the new evidence, only.

If the appeals officer or committee determines that a material procedural or substantive error occurred, it may return the complaint to the CSSO with instructions to reconvene the hearing to cure the error. In rare cases, where the procedural or substantive error cannot be cured by the CSSO in cases of bias, the appeals officer or committee may order a new hearing be held by a different individual acting in the place of the designated CSSO. The results of a reconvened hearing cannot be appealed. The results of a new hearing can be appealed, once, on the two applicable grounds for appeals.

LAB AND OPEN LAB

Lab courses in the Physical Therapist Assistant program provide hands-on experience in the application of treatment techniques used in physical therapy practice settings. Students develop basic skills in preparation for treatment of patients in the clinical setting. A general description of key points about lab sessions follows.

Lab Expectations All students are expected to:

* Wear the required lab attire to EACH lab. Come prepared per instructor’s directions. Instructor will assess preparedness. See lab attire for details. (Students may be sent home for inappropriate attire)
* Request additional practice time if needed to achieve skill competency.
* Stay focused on assigned tasks to maximize the learning opportunities available in the lab course.
* Learn to work as a team to prepare for clinical practice.
* Always demonstrate acceptable professional behaviors in the lab.
* Leave the lab in neat and clean condition.
  + All linens should either be folded and put away at the end of the lab or placed in the washer or laundry bin to be recycled. Laundry will be progressed (washer to dryer, dryer to folding, folding to put away) via a team effort.
  + Unless otherwise directed, lab tables should be placed back in proper places.
  + Bolsters, skeletons and other lab supplies should be stowed adequately.
  + All other equipment should be secured appropriately

**Personal Dignity**

* The lab room will remain secure during all lab sessions.
* Every effort is made to assure that only those students involved in the program are present in the lab sessions.
* Appropriate draping of the body to expose only those areas to be treated is emphasized in all lab sessions. Students are expected to treat their fellow students with the same respect they would give to a patient seen in the clinical setting.

**Lab Use**

* All students have a responsibility in maintaining a clean lab and classroom.
  + See assigned duties and schedule for lab cleaning activities.
* Students may have access to lab and classroom when class is not scheduled but ONLY when a faculty or staff member is within the building.
* Students may use the lab and classroom to practice skills on classmates but must refrain from using non-classmates.
* Students may not use electrical equipment when a faculty member is NOT present in the classroom.
* If you need additional practice time with electrical equipment, see faculty member for open lab hours or office hours

**Open lab**

* There will be weekly open lab times where instructors will be present. The schedule will be sent out at the beginning of each semester and will be posted in the lab.
* Open lab time has the same rules as regular lab except open lab time is to practice skills the student feel they are lacking or recommended by their faculty/instructor.
* Students utilizing open labs will be responsible for cleaning as per regular labs.
* Students can request additional open lab time with faculty/instructor present through their faculty/instructor during class or office hours.

STUDENT EVALUATIONS OF INSTRUCTOR PERFORMANCE AND COURSE CONTENT

At the end of each semester, students are asked to confidentially evaluate the course content and the process of delivering the course content. Course teaching performance of the instructors is evaluated according to Pikes Peak Community College Policies. Students are encouraged to actively participate in this process to assist the instructors in improving the student's learning experience.

* Course and instructor evaluation at PPCC are done before final grades are calculated.
* Feedback is not given to instructor till the next semester.
* Evaluations are anonymous.

PROGRAM AND CLINIC SAFETY

**COLLEGE EMERGENCY RESPONSE PLAN**

**PROGRAM SAFETY POLICIES**

1. MACHINERY: all machinery shall be maintained and tested for electrical leakage and calibrated at least once a year by a qualified biomedical engineer or certified vendor.
2. Any machines noted to be inoperable are to be tagged as out of order and reported to the instructor immediately.
3. No student shall operate a machine which has not been first addressed in class discussion even if that student has been introduced to the machine on his or her job.
4. If a student has any reservations relating to a particular treatment, that student MUST talk with the instructor BEFORE applying or receiving that treatment.
5. HAZARDOUS SUBSTANCES: all substances such as alcohol, lotions, gels, etc. will be handled and disposed of according to published and posted guidelines in the MSDS located in the PTA lab.
6. INSTRUCTIONAL CLASSROOM AND LAB ORGANIZATION: Both areas are to be kept in as neat an order as possible with all students participating in that upkeep (just as though it were an actual clinic).
7. All doors and windows will be closed and locked at the end of the instructional day.
8. No student shall walk in the lab area in bare feet and will wear closed toe and heel shoes during lab activities.
   1. Except during class activities that require students to be barefoot.
9. No equipment may be utilized for treatment or practice on persons who are not members of the Program. Only students who are in the program may practice in the lab.
10. Only students who have signed the "Agreement to Practice in Lab" may be in the lab during open lab hours with the understanding that all procedures of the Agreement will be followed.
11. No lab practice may take place outside of the posted hours without pre-approval by an instructor.
12. Students are not allowed to provide physical therapy services/treatment to anyone for any purpose other than to practice for skill competency in PTA classes.
13. Students are expected to comply with existing college policy prohibiting food and drink from the classroom and lab setting.
14. Assistance for minor cuts is available using the medical supply kit located in the lab in the cabinet marked with the medical supplies.
15. In case of an emergency during all clinical rotations and off-site campus activities students should access “911” or emergency services available at the site. Emergency medical care and any other health care required by the student will be available to each student at the student’s expense, the student assuming full responsibility for all billed charges.
16. Should the need arise for medical assistance due to injury during classroom or lab interactions the college’s policy for injury/illness occurring on campus will be followed. These steps will be posted in the lab for easy access.
17. The closest AED is located outside the Medical Science Division Office.
18. All manuals for equipment are in locker marked manuals.
19. In the event of a fire, procedures are posted throughout the lab classroom. Faculty/instructors will give the call to evacuate.
20. If there is an active shooter or bomb threat, an announcement will be made and instructions given by the faculty or instructor.

**OSHA REGULATIONS**

The PTA program lab policies and procedures are compliant with Occupational Health and Safety standards and Facility Management policies. Supplies used in laboratory practice and simulated activities will be labeled and MSDS information will be available in the lab.

ATTENDANCE POLICY

**RATIONALE**

1. Physical Therapy is a discipline which requires acquisition of knowledge and practical skills along with organizational and personal capabilities. Large amounts of material are covered in each class, and attendance is important as the curriculum builds on previously learned material.
2. To meet the program objectives and to comply with accreditation standards, the PTA curriculum consists of classroom, laboratory, and clinical experiences. A critical element that influences students' success is attendance in all areas.
3. Punctuality, consistent attendance, and the student's complete diligence in participating with patient care are key factors to the successful completion of this program as well as to securing employment.
4. Students who miss clinical experience are in jeopardy of missing opportunities to meet course objectives and subsequently achieving passing grades.
5. The student is responsible for obtaining information and completing assignments given during an absence.

**POLICY FOR CLASS AND LAB**

1. Students are expected to attend all classes. Pikes Peak Community College policy states that each instructor will keep an accurate record of each student's attendance in all courses.
2. Students are expected to be punctual, three tardies constitute one absence. Students are allowed three absences per course per long semester (Fall and Spring) and one absence during each of the summer semesters and all clinical affiliations. Students who have two absences or one absence and three tardies will be counseled by the instructor prior to being sent to the Program Director.
3. Excessive absences will result in a meeting with the Program Director, Counseling and Remediation Forms being filled out, and possibly a Progressive Disciplinary Report.
4. Students are responsible for officially dropping a course they are no longer attending. If this is not done, they will automatically fail. Dropping a course will result in dismissal from the program but will allow the student to reapply later if her or she chooses.
5. Class days missed due to inclement weather will be made up as appropriate.
6. Students are not assessed absences when representing Pike Peak Community College at official functions.

**ATTENDANCE POLICY FOR EXAMS**

ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY. Any student absent from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reasons must be excused by the instructor before the time of the scheduled examination, or be brought about by a very serious, verifiable circumstance. All make up examinations must be taken no later than one week after the student returns to class. Any un-excused absence from an examination will automatically result in a score of ZERO for that examination.

**EXCUSED ABSENCES**

The faculty recognizes that situational emergencies and illnesses may occur. In addition, jury duty or military duty may require the student to be absent. In these cases, documentation will be requested by the instructor or program director to verify the reason for the absence. Evidence such as a physician’s note, copy of military order, or jury summons will be requested. Students must call the instructor at the PTA office as soon as the absence is anticipated.

**MAKE-UP WORK**

Students are responsible for meeting all required course assignments (i.e. papers, tests, clinical assignments) despite absence from class, labs or clinical. This includes assignments for all absences. The student is responsible for getting notes from other students and contacting the instructor who will determine the way missed assignments will be made up. Make up exams must be taken within one week after the student returns or at the discretion of the instructor. Make-up exams may not be the same as the original exam and may include essay questions, oral exam, fill in the blank, etc. (See Forms Section Request for Taking a Missed Exam Form, page 91.)

FIELD TRIP POLICY

Class field trips are those trips taken to off-campus locations during regular class time to provide the students additional information relevant to the course. This does not include student club activities. Field trips are College sponsored events, and, as such, all relevant PPCC and CCCS policies and Municipal, State and Federal laws apply to trip participants (faculty, staff and students).

Faculty means the faculty member(s) designated to be in charge of the trip. The faculty member has the responsibility to enforce compliance with PPCC policies and the Student Standards of Conduct by all persons participating in the field trip as would be expected in the traditional classroom setting.

Each student must fill out a [Student/Participant Waiver form](http://ppcc.edu/p/forms/field-trip-drivers-waiver-form)

INCLEMENT WEATHER

In the event of severe inclement weather, the procedure for the PTA program will be as follows:

**Faculty Responsibilities**

1. The Program Director will make a reasonable decision related to weather conditions based on listening for PPCC/radio/television announcements and checking with Highway Patrol as to travel conditions. If the campus is closed but PTA on campus classes will be conducted, the Program Director will notify the Dean of Health Sciences and/or Associate Dean of Allied Health to have the doors open, snow removal, and notify campus police.
2. The clinical agency assigned will notify the student if a clinical experience has been canceled due to weather conditions. The clinical agency/clinical instructor will also notify the ACCE of his/her decision. PPCC closure does not affect clinical rotations, students must contact clinical agency and clinical instructor for cancellation. (Hours may need to be made up at the ACCE’s discretion)
3. If weather conditions become severe during the day, the Program Director will make the decision for canceling and rescheduling classes. In the clinical setting, the clinical instructor and clinical agency will make a reasonable decision as to when to release the students (immediately, after completion of patient care, post conference, etc.)
4. The faculty will review student absences for inclement weather.

**Student Responsibilities**

1. Each PTA student will make a reasonable decision related to weather conditions based on listening for PPCC/radio/television announcements and checking with the Highway Patrol as to travel conditions.
2. Based on the information received, students will notify the instructor and clinical agency that they will not be in for clinical or will be late in arriving.

A clinical absence due to inclement weather is classified as an excused absence. Students should use reasonable judgment and coordinate with clinical instructor and ACCE. No class session is so important that a student should risk an accident.

DRESS CODE

Students always represent PPCC and the profession of Physical Therapy while enrolled in the PTA program. All clothing must be neat, professional in appearance, and well maintained.

1. All students will be required to present a clean and neat appearance. All students will dress in a manner appropriate for a professional health care environment during all classroom and laboratory activities.
2. The appearance of all students must generate confidence and respect from patients, families, and other visitors from the community in all clinical agencies.
3. Students’ grooming practices must make ample provision for sanitation, safety, and comfort.

**PERSONAL GROOMING**

* Hair must be kept clean and neatly groomed; hair must be kept away from face and long hair must be pulled back and neatly secured.
* Face must be clean-shaven daily. Beards and mustaches are acceptable if kept clean and neatly trimmed.
* Fingernails should be well groomed, short, and clean. Length should not interfere with safe and efficient patient care. Only clear polish is allowed for adherence to proper hand washing procedures. False fingernails/overlays are not allowed.
* Brush teeth as needed to maintain oral hygiene.
* Bathe or shower daily and use a deodorant.
* Strong fragrances are to be avoided.
* No exaggerated hairstyles or accessories.

**APPROPRIATE JEWELRY**

* Jewelry should be minimal. If in doubt, do not wear it.
* Acceptable jewelry
  + engagement/wedding rings
  + graduation rings
  + plain gold or silver necklace no longer than 16”
  + wristwatch
* Earrings are permitted only in the ears with a maximum of two. No earrings in the cartilage of the ear are appropriate. (No loops, dangling earrings, or visible body piercings allowed).

**CLASSROOM DRESS REQUIREMENTS**

1. Daily classroom attire will be a business casual appearance, as below (examples), or scrub uniforms.

* (Men) Dress pants (slack, corduroy, etc.) and shirt (polo, button up, sweater, etc.,); shoes and socks required.
* (Women) Dress or pants (slacks, corduroy, etc.), and shirt (blouse, polo, button up or sweater); shoes and socks required.

1. Unacceptable attire will include shorts, denim jeans, tank tops, cotton t-shirts, shirts with slogans, sweat suits, mini-skirts, sundresses, flip-flops, and/or other extreme fashion.
2. All clothing should cover the midriff and no underclothing should be exposed.

**CLINICAL DRESS/FIELD TRIP**

The following dress code is required for all PTA practicums and PPCC PTA sponsored activities:

1. Clinical shirt (purchased through program): Blue polo type shirt with emblem.
2. Khaki or tan colored slacks.
3. Business casual attire, if indicated, as per facility policy.
4. PPCC Clinical I.D. badge or photo I.D. issued by the clinical facility.
5. Scrubs as per individual clinic guidelines.
6. Uniform is of correct size (fits comfortably, allowing for free movement).
7. All shoes must be kept clean. Shoes must have closed toes, and closed heels, heels are to be less than one inch in height, and soles that provide a good grip.
8. Clean socks must be worn with shoes. White socks, or socks matching the slacks for men and women are to be worn.

**LABORATORY DRESS REQUIREMENTS**

Students must be always prepared for laboratory activities. Lab dress (uniform) requirements consist PTA Program shirt, which are purchased from the SPTAA/PTA Program, black shorts of an appropriate length, and sports bra for females. Lockers are available to keep clothing for laboratory wear.

While in the laboratory, appropriate lab uniform must be worn. All students must be prepared to expose the trunk, shoulders, and hips at various times during laboratory sessions. When leaving the PTA laboratory, the student must have on appropriate attire, consisting of at least shorts and a t-shirt. Students who are not dressed appropriately will be required to wear a hospital gown for the duration of the lab activity.

**INDEPENDENT STUDY/OTHER ACTIVITIES DRESS REQUIREMENTS**

Students must follow these same dress codes in all activities associated with the program, to include independent study or skills practice in the lab or classrooms at the CHES, while on field trips, or participation in any other event at which they are representing the PPCC PTA Program or the physical therapy profession. The dress code can be business casual, scrub uniforms, or lab clothing (uniform), dependent on the activity.

GRADUATION

1. Upon completion of this program, students will receive an Associate of Applied Science degree and are eligible to sit for the examination to become a Licensed Physical Therapist Assistant. Licensure is required before the candidate may practice physical therapy in the state of Colorado.
2. Upon successful completion of the following criteria Pikes Peak Community College will grant an Associate of Applied Science Degree with a major in Physical Therapist Assistant.
   1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of “C” for each course.
   2. Clinical Education: Students are required to pass all clinical education courses, which includes achieving entry-level status on all CPI criteria during the final clinical experience
   3. Licensure practice exam: Students are required to pass at least one practice licensure examination during PTA 2078 PTA Seminar. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than one week to allow students adequate time to prepare. Students will not be able to complete the program until the licensure practice exam is passed.
   4. Students must be assessed at “Entry-level” for all ten Professional Behaviors by program faculty.
   5. The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. To qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.
3. The prospective PTA graduate and/or currently enrolled PTA student must request an application to apply for licensure from the Colorado Department of Regulatory Agencies (DORA) Division of Professions and Occupations. DORA checks criminal history records on applicants for licensure.

\*Individuals requesting further information regarding how to initiate this process should consult the [Colorado Department of Regulatory Agencies (DORA) Division of Professions and Occupations.](https://dpo.colorado.gov/PhysicalTherapy/Applications)

1. Surveys: Following graduation, the students and their employers are asked to fill out surveys. It is essential that these be completed to improve the quality of the PTA Program. Due to the relatively small class size, each survey is important.

CLINICAL INFORMATION

See Clinical Internship Handbook

Section IV Forms

PROFESSIONAL BEHAVIORS ASSESSMENT TOOL

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the description of each professional behavior.
2. Become familiar with the behavioral criteria described in each of the levels.
3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
4. 4. At the end of each semester:
   1. Using a highlighter, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
   2. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
   3. Place an “x” along the visual analog scale to indicate the level

(B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.

1. Sign and return to Program Director.

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| --- | --- | --- |
| 1. **Critical Thinking**: The ability to question logically; identifies, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information**.** The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process. | | |
| ***Beginning Level:***  Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method;  States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience | ***Intermediate Level:***  Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes  didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative  hypotheses; Critiques  hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions | ***Entry Level:***  Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| --- | --- | --- |
| 1. **Communication:** The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes. | | |
| ***Beginning Level:***  Demonstrates understanding of the  English language (verbal and  written): uses correct grammar,  accurate spelling and expression,  legible handwriting; Recognizes  impact of non-verbal  communication in self and others;  Recognizes the verbal and nonverbal characteristics that portray confidence; Utilizes electronic communication appropriately | ***Intermediate Level:***  Utilizes and modifies  communication (verbal, nonverbal, written and electronic) to meet the needs of different  audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary  information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and  electronic) | ***Entry Level:***  Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal,  written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively  and efficiently |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

|  |  |  |
| --- | --- | --- |
| 1. **Problem Solving**: The ability to recognize and define problems, analyzes data, develop and implement solutions, and evaluate outcomes. | | |
| ***Beginning Level:***  Recognizes problems; States  problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes | ***Intermediate Level:***  Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks  input or guidance;  Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions | ***Entry Level:***  Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions;  Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates  generalizability of current evidence to a particular problem |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Interpersonal Skills**: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. | | |
| ***Beginning Level:***  Maintains professional demeanor  in all interactions; Demonstrates  interest in patients as individuals;  Communicates with others in a  respectful and confident manner;  Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the  emotions and bias that one brings to all professional interactions | ***Intermediate Level:***  Recognizes the non-verbal  communication and emotions that others bring to professional interactions;  Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate | ***Entry Level:***  Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build  partnerships; Applies conflict  management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional  responses during interactions and modifies own behaviors based on theme |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Responsibility**: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities. | | |
| ***Beginning Level:***  Demonstrates punctuality;  Provides a safe and secure  environment for patients; Assumes  responsibility for actions; Follows  through on commitments;  Articulates limitations and  readiness to learn; Abides by all  policies of academic program and  clinical facility | ***Intermediate Level:***  Displays awareness of and  sensitivity to diverse populations; Completes  projects without prompting;  Delegates tasks as needed;  Collaborates with team  members, patients and  families; Provides evidence-based\patient care | ***Entry Level:***  Educates patients as consumers of health care services; Encourages patient accountability; Directs patients  to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability  for all decisions and behaviors in  academic and clinical settings |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession. | | |
| ***Beginning Level:***  Abides by all aspects of the  academic program policies and the  APTA Code of Ethics;  Demonstrates awareness of state  licensure regulations; Projects  professional image; Attends  professional meetings; Demonstrates cultural/ generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers | ***Intermediate Level:***  Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment  during all academic and  clinical activities; Identifies  when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and  acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession | ***Entry Level:***  Educates patients as consumers of health care services; Encourages patient accountability; Directs patients  to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability  for all decisions and behaviors in  academic and clinical settings |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Use of Constructive Feedback**: The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others. | | |
| ***Beginning Level:***  Demonstrates active listening  skills; Assesses own performance;  Actively seeks feedback from  appropriate sources; Demonstrates  receptive behavior and positive  attitude toward feedback;  Incorporates specific feedback into  behaviors; Maintains two-way  communication without  defensiveness | ***Intermediate Level:***  Critiques own performance  accurately;  Responds effectively to  constructive feedback; Utilizes  feedback when establishing  professional and patient  related goals; Develops and  implements a plan of action in response to feedback; Provides constructive and timely feedback | ***Entry Level:***  Educates patients as consumers of health care services; Encourages patient accountability; Directs patients  to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability  for all decisions and behaviors in  academic and clinical settings |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Effective Use of Time and Resources**: The ability to manage time and resources effectively to obtain the maximum possible benefit. | | |
| ***Beginning Level:***  Comes prepared for the day’s  activities& responsibilities;  Identifies resource limitations (i.e.  information, time, experience);  Determines when and how much  help/assistance is needed;  Accesses current evidence in a  timely manner; Verbalizes  productivity standards and identifies barriers to meeting  productivity standards; Self-identifies and initiates learning  opportunities during unscheduled  time | ***Intermediate Level:***  Utilizes effective methods of  searching for evidence for  practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines | ***Entry Level:***  Uses current best evidence;  Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Stress Management**: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. | | |
| ***Beginning Level:***  Recognizes own stressors;  Recognizes distress or problems in  others; Seeks assistance as needed; Maintains professional demeanor in all situations | ***Intermediate Level:***  Actively employs stress  management techniques;  Reconciles inconsistencies in the educational process;  Maintains balance between  professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors | ***Entry Level:***  Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within  professional, personal and work/life environments; Demonstrates ability to defuse  potential stressors with self and others |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| 1. **Commitment to Learning**: The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills. | | |
| ***Beginning Level:***  Prioritizes information needs;  Analyzes and subdivides large  questions into components;  Identifies own learning needs  based on previous experiences;  Welcomes and/or seeks new  learning opportunities; Seeks out  professional literature; Plans and  presents an in-service, research or  cases studies | ***Intermediate Level:***  Researches and studies areas where own knowledge base is lacking in order to augment  learning and practice; Applies new information and reevaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need  to and is able to verify  solutions to problems; Reads articles critically and  understands limits of  application to professional  practice | ***Entry Level:***  Respectfully questions conventional wisdom; Formulates and re-evaluates position  based on available evidence;  Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations;  Consults with other health  professionals and physical therapists for treatment ideas |
| **Specific Example:** | | **Place an “x” on the visual analog scale**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **B I E** |

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| **Based on my Professional Behaviors Assessment, I am setting the following Goals:** |
| **To accomplish these goals, I will take the following specific actions:** |

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PHYSICAL THERAPIST ASSISTANT PROGRAM ESSENTIAL FUNCTIONS VERIFICATION

**Essential Function Student Signature Page to be Completed Before**

**Program Entry**

**\_\_\_\_Yes \_\_\_\_No I have read, and I understand the Essential Functions relative to the Physical Therapist Assistant Program.**

**\_\_\_\_Yes \_\_\_\_No I am able to meet the Physical Requirements of the PTA**

**Program as specified and do not require any reasonable accommodation to meet these requirements at this time.**

**\_\_\_\_ (√) I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Printed Name of Student Signature of Student Date**

**Nondiscrimination in Employment and Education Opportunity**

The Colorado Community College System does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to the Affirmative Action Director, Colorado Community College System, 9101 E. Lowry Blvd., Bldg. 959, Denver, CO 80230. Or to the Office of Civil Rights, U.S. Department of Education, 1691 Stout St., Denver, CO 80204.

Pikes Peak Community College is firmly committed to maintaining a work and learning environment where students, faculty, and staff are treated with dignity and respect. Sexual harassment, sexual misconduct and acts of discrimination are illegal, often demeaning for the individual student or employee, and can disrupt the College’s positive learning and working environment. As such, all members of the College community have a responsibility to be aware of what behaviors constitute these actions/offenses and to help create an environment free of harassment or discrimination.

Individuals affiliated with Pikes Peak Community College shall not be subjected to unlawful discrimination and/or harassment on the basis of sex/gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, familial status, veteran or military status, pregnancy status, religion, genetic information, gender identity, sexual orientation, or any other protected category under applicable local, state, or federal law (also known as “civil rights laws”), including protections against retaliation and for those opposing discrimination or participating in any grievance process on campus or within the [Equal Employment Opportunity Commission](http://www.eeoc.gov/) or other human rights agencies, in its employment practices or educational programs and activities.

The College has designated Mrs. Kimberley Hennessey, Executive Director of Human Resource Services as its Affirmative Action Officer/Equal Opportunity (EO) Coordinator/Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities, which includes sexual misconduct, and grievance procedures.

Signing the form gives the program permission to share any needed reasonable accommodations with clinical education sites/faculty.

WAIVER OF RIGHTS, ASSUMPTIONS OF RISKS, AND RELEASE OF LIABILITY PHYSICAL THERAPIST ASSISTANT PROGRAM

By signing this form, I acknowledge that I am about to participate in a course, program, or activity that has inherent risks, hazards and dangers that cannot be eliminated. I acknowledge that these include, without limitation, risks from the activity itself, transportation to and from the activity, risks connected with my physical condition and required exertion, risks from improper usage of equipment, and actions of other participants or spectators. I acknowledge that I am responsible for providing my own health and/or accident insurance while participating in this course, program, or activity. I acknowledge that I may be photographed, videotaped, and/or recorded while engaged in this college related activity. I hereby consent to and authorize any use and reproduction by you, or anyone authorized by you, of any and all photographs/digital images/video tapes/recordings.

For myself, my heirs, successors, executors, I hereby knowingly and intentionally waive and release, indemnify and hold harmless the college, Pikes Peak Community College (PPCC), The State Board for Community College and Occupational Education, The State of Colorado, trustees, officers, employees, agents and volunteers from and against all claims, actions, causes of action, liabilities, suits, expenses and NEGLIGENCE of any kind of nature arising directly or indirectly out of any damage, loss, injury, paralysis or death in connection with my participation in this course, program or activity and/or use of this equipment and to waive all claims for damages or losses against the state, the Board or the college which may arise from such activities.

Furthermore, I understand that this release shall be forever binding and no rescission, modification or release there from may be made without the express written consent of Pikes Peak Community College and State Board for Community Colleges and Occupational Education.

I, ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name) HAVE CAREFULLY READ, CLEARLY UNDERSTAND, AND VOLUNTARILY SIGN THIS WAIVER, ASSUMPTION OF RISKS AND RELEASE AGREEMENT.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature (Student must be 18 yrs. Or older) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Contact Name Emergency Phone

Students under 18 are not allowed to perform these skills, therefore cannot remain registered and/or participate in class

CLINICAL/CLASS ABSENCE FORM

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Clinical Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates absent from class/clinical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for class/clinical absence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Plans for making up missed work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student’s Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor’s Signature Date

This form must be submitted to class/clinical instructor the first day you return to class or clinical. If the absence occurs during a practicum, please submit a copy to the DCE/ACCE when you turn in your paperwork for that practicum.

REQUEST FOR TAKING A MISSED EXAM

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exam Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for missing exam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date given to course coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This request must be submitted to the course instructor the first day you return to class. The course coordinator will notify you if your request is granted.

EXAM QUESTION CHALLENGES

STUDENT’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUESTION #: \_\_\_\_\_\_\_\_\_\_

WRITE THE TEST QUESTION HERE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

REASON FOR CHALLENGE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

REFERENCE BOOK AND PAGE #:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

STATEMENT OF WITHDRAWAL

This is to certify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_was accepted to the Physical

Student’s Name

Therapist Assistant Program on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and withdrew from the program on

Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the following reason(s):

Date

Place a check mark in the appropriate blank

1. Personal or health reason \_\_\_\_\_\_\_\_

2. Financial status \_\_\_\_\_\_\_\_

3. Transferring to another program \_\_\_\_\_\_\_\_

4. Program is too intense for me \_\_\_\_\_\_\_\_

5. Violation of program rules \_\_\_\_\_\_\_\_

6. Academic failure \_\_\_\_\_\_\_\_

7. Relocating \_\_\_\_\_\_\_\_

8. Other \_\_\_\_\_\_\_\_

\* If you choose OTHER, please explain under the comment section.

COMMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student’s Signature Program Director’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

COUNSELING OFFENSE FORM

This form will serve as documentation that the student has been counseled regarding the type of offense(s) he/she has been charged with. This form will also document the period given to correct or improve the situation.

Student will abide by all student policies, particularly regarding attendance, maintaining a passing average, and following up on conferences with program staff. The student will understand that he/she is expected to pass all exams during the probationary period and thereafter.

Failure to comply with the terms can result in withdrawal of student status in this program.

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TYPE OF OFFENSE BEING COUNSELED FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TYPE OF DOCUMENTATION:

Verbal Warning: \_\_\_\_ Written Reprimand: \_\_\_\_

Verbal Counseling: \_\_\_\_ Class Suspension: \_\_\_\_

Clinical Suspension: \_\_\_\_ Class Dismissal: \_\_\_\_

Clinical Dismissal: \_\_\_\_ Program Dismissal: \_\_\_\_

1. Has this student been previously warned? Yes ( ) No ( )

2. If yes, when? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Was the offense involving the same situation? Yes ( ) No ( )

4. Has the student reached the maximum number of offenses? Yes ( ) No ( )

5. Time given to correct this situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read and understand the incident report filed on me for the offense(s) I have committed. I will exercise my right to appeal procedures if it is necessary.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature Counselor’s Signature

Witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COUNSELING FORM

STUDENT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE/TIME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

REASON FOR CONTACT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RELEVANT FACTORS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RECOMMENDATIONS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT’S SIGNATURE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR’S SIGNATURE

REMEDIATION CONTRACT

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that a grade of 75 or better or as per the

guidelines provided at the beginning of the course or successful demonstration of skill

competency via practical assessment is necessary in order to continue in the PTA program.

I understand that my current grades, as described below, are not acceptable to successfully

complete and exit this course; therefore, I will attend and participate in the following

remediation plan:

I understand I will need to have a successfully completed all course requirements (major exams, quizzes, projects, final exam, and, where applicable, lab practicals) in order to pass this course.

I have read the PPCC PTA Student Handbook’s “Dismissal,” “Withdrawal,” and “Readmission” Policies and understood the consequences that may arise if I fail to pass this course for the Physical Therapist Assistant Program.

Check one: \_\_\_\_\_ I will be attending the suggested remediation sessions.

\_\_\_\_\_ I will NOT be attending the suggested remediation sessions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Instructor Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director Date

INCIDENT OR CONCERN REPORT

Any employee injuries are to be reported to a supervisor immediately.

Any student injuries are to be reported to the instructor immediately.

Any serious accidents or any injuries requiring medical treatment should be reported to the Campus Police (719) 502-2900.

For any employee or student injuries requiring an ambulance, please dial 911.

[Report a Concern or Incident](https://www.ppcc.edu/l/report-a-concern-or-incident)

PROBLEM RESOLUTION FORM

The Problem Resolution Form will be used for handling complaints that fall outside the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public. This form will be kept as a record of any complaint about the program falling outside the realm of due process, including the nature of the complaint and the disposition of the complaint.

Person(s) Filing Complaint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact made by \_\_\_phone\_\_\_fax \_\_\_e-mail \_\_\_visit

Parties involved:

Nature of the Problem:

Fact Finding:

Another person’s input:

Data to verify complaint:

Suggested steps for resolution:

Info provided to:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_On: (date)\_\_\_\_\_\_\_\_by\_\_\_phone\_\_\_fax\_\_\_e-mail\_\_\_visit

Signature of person filing complaint: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results (include date of resolution):

Signature of person completing form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Head: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRESCREENING REQUIREMENTS FOR DRUG SCREENING & CRIMINAL BACKGROUND CHECKS

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have received a copy of the PPCC Physical Therapist Assistant Program policy for Prescreening Requirements for Drug Screening & Criminal Background Checks and am fully aware of the requirements before starting the program. I am aware that specific Health Sciences Programs’ students must successfully complete a criminal background check and show a negative drug screen before full acceptance into the PTA program. I am also aware that successful completion of a drug screen and criminal background check does not guarantee licensure or employment after graduation. I am aware that the costs of the required criminal background check and drug screen are my personal responsibility and is not refundable.

I am aware that results of said Drug Screen and Criminal Background Check will be sent to the Division Chair and/or the Director/Coordinator of the respective Health Sciences Program. This information will be kept in strictest confidence.

I have had the opportunity to ask questions and have any points clarified.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RELEASE OF INFORMATION

**POLICY**

In accordance with the “Family Education and Privacy Act of 1974”, the student in the PTA Program must sign any of the selected items presented in the Release of Confidential Information.

**PURPOSE**

To provide a means for the control of what information the student wants the faculty or program to release to future employers, the student, other programs, etc.

**DOCUMENTATION**

The following is presented and requires completion for each of the selected items. Please place a **** by the ***Yes*** or ***No*** and fill out the portion on name, identification number, date, and sign.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1** |  | RELEASE OF PERSONAL AND ACADEMIC INFORMATION |
| My signature, identification number, and today’s date for this section authorizes the faculty of the PTA Program to furnish any and all information on academic, discipline, attendance, grades and credits, address, and any other pertinent information regarding my enrollment and participation in the PTA Program to any stakeholder which may include, but is not limited to, prospective employers, selection committees, accreditation body and representatives, or myself when requested | | | |
|  YES  NO  Printed Name    Signature PPCC ID Date | | | |
|  | **2** |  | RELEASE OF PERSONAL IMMUNIZATION RECORDS |
| My signature, identification number, and today’s date for this section authorizes the faculty of the PTA Program to furnish any and all information on immunizations to any stakeholder which may include, but is not limited to, prospective employers, selection committees, accreditation body and representatives, or myself when requested. | | | |
|  YES  NO  Printed Name    Signature PPCC ID Date | | | |
|  | **3** |  | RELEASE OF PRACTICUM REPORTS |
| My signature, identification number, and today’s date for this section authorizes the faculty of the PTA Program to furnish any and all information on clinical practicums (internship/rotations) to any stakeholder which may include, but is not limited to, prospective employers, selection committees, accreditation body and representatives, or myself when requested. | | | |
|  YES  NO  Printed Name    Signature PPCC ID Date | | | |
|  | **4** |  | RELEASE OF LIABILITY |
| My signature, identification number, and today’s date for this section authorizes other students and faculty to perform appropriate physical therapy procedures for educational purposes during classroom and laboratory instruction. | | | |
|  YES  NO  Printed Name    Signature PPCC ID Date | | | |

AUDIOVISUAL RELEASE

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby agree to participate with PPCC and the Director of the Physical Therapist Assistant Program of said College in the **making of audiovisual materials (slides, prints, video tapes) and soundtracks** designed for use in the entry-level basic education and continuing education of physical therapist assistants. I consent to allow the College, the program, and all persons associated with the program to use said materials with discretion in classrooms, workshops, meetings, or publications for health care professionals. I understand the situations in which these materials may be used, and I agree to participate as a volunteer. I hereby expressly waive any possible claim on my part for damages or remuneration in any form in connection with the preparation and use of said audiovisual materials.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Participant’s Signature

Address:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Witness

SIGNATURE SHEET

PIKES PEAK COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM SIGNATURE SHEET

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DO HEREBY ACKNOWLEDGE THAT I HAVE

RECEIVED THIS PIKES PEAK COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM POLICIES AND PROCEDURES

MANUAL AND STUDENT HANDBOOK AND WILL BE HELD ACCOUNTABLE FOR ABIDING BY ITS CONTENTS.

I HAVE READ THE STATEMENTS, POLICIES, AND PROCEDURES OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM. I UNDERSTAND THESE POLICIES AND PROCEDURES, AND I AGREE TO ABIDE BY THEM WHILE ENROLLED IN THE PTA PROGRAM. I ALSO UNDERSTAND THAT ANY OF THESE POLICIES MAY BE UPDATED OR REPLACED, AND THAT, FOLLOWING NOTIFICATION OF SUCH, I WILL ABIDE BY THE UPDATES OR CHANGES. FAILURE TO COMPLY WILL BE GROUNDS FOR DISMISSAL FROM THE PIKES PEAK COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s printed name

Section V Additional Information

# CAPTE CRITERIA AND STUDENT LEARNING OUTCOMES

Student learning outcomes, course competencies, and assessment techniques are established for each course in the Pikes Peak Community College PTA Program such that successful completion of the curriculum ensures that the graduate will meet all the CAPTE Criteria and will be able to perform all skills within the scope of practice, under the supervision of a Physical Therapist. The CAPTE Criteria which serve as the basis of this curriculum and assessment matrix are listed below:

**CAPTE Criteria**

**7D** Courses within the curriculum include content designed to prepare program students to:

**Ethics, Values and Responsibilities**

**7D1** Adhere to legal practice standards, including all federal, state, and institutional

regulations related to patient/client care and fiscal management.

**7D2** Report to appropriate authorities suspected cases of abuse of vulnerable

populations.

**7D3** Report to appropriate authorities suspected cases of fraud and abuse related to the

utilization of and payment for physical therapy and other health care services.

**7D4** Perform duties in a manner consistent with the Guide for Conduct of the Physical

Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the

expectations of patients, members of the physical therapy profession, and other providers

as necessary.

**7D5** Perform duties in a manner consistent with APTA’s Values Based Behaviors for

the Physical Therapist Assistant.

**7D6** Implement, in response to an ethical situation, a plan of action that demonstrates

sound moral reasoning congruent with core professional ethics and values.

**7D7** Communicate effectively with all stakeholders, including patients/clients, family

members, caregivers, practitioners, interprofessional team members, consumers, payers,

and policymakers.

**7D8** Identify, respect, and act with consideration for patients’/clients’ differences,

values, preferences, and expressed needs in all work-related activities.

**7D9** Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.

**7D10** Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance.

**7D11** Identify and integrate appropriate evidence-based resources to support clinical decision- making for progression of the patient within the plan of care established by the physical therapist.

**7D12** Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel.

**7D13** Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.

**7D14** Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students

**Patient/Client Management**

**7D15** Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change).

**7D16**  Use the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client’s impairments, activity, and participation limitations.

**Plan of Care**

**7D17**  Communicate an understanding of the plan of care developed by the physical therapist to achieve short- and long-term goals and intended outcomes.

**7D18** Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.

**7D19** Monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications.

**7D20** Report any changes in patient/client status or progress to the supervising physical therapist.

**7D21** Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

**7D22** Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.

**Intervention**

**7D23** Demonstrate competence in implementing selected components of interventions identified in the plan of

care established by the physical therapist. Interventions include:

1. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization
2. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices
3. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies
4. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
5. Manual Therapy Techniques: passive range of motion and therapeutic massage
6. Motor Function Training (balance, gait, etc.)
7. Patient/Client Education
8. Therapeutic Exercise
9. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal

**Test and Measures**

**7D24**  Demonstrate competence in performing components of data collection skills essential for carrying out

the plan of care by administering appropriate tests and measures (before, during and after interventions)

for the following areas:

1. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise)
2. Anthropometrical Characteristics: measurements of height, weight, length and girth
3. Mental Functions: detect changes in a patient’s state of arousal, mentation and cognition)
4. Assistive Technology: identify the individual’s and caregiver’s ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment
5. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility
6. Integumentary Integrity: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue
7. Joint Integrity and Mobility: detect normal and abnormal joint movement
8. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone
9. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions
10. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations
11. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities
12. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device
13. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others
14. Ventilation, Respiration and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics

**7D25** Complete accurate documentation that follows guidelines and specific documentation formats required

by state practice acts, the practice setting, and other regulatory agencies.

**7D26** Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical

setting.

**Participation in Health Care Environment**

**7D27** Contribute to efforts to increase patient and healthcare provider safety.

**7D28** Participate in the provision of patient-centered interprofessional collaborative care.

**7D29** Participate in performance improvement activities (quality assurance).

**Practice Management**

**7D30**  Describe aspects of organizational planning and operation of the physical therapy service.

**7D31** Describe accurate and timely information for billing and payment purposes.

# SOME HINTS FOR IMPROVING STUDY SKILLS

PLANNING

1. Make a study schedule and stick to it.
2. For each subject you should have
3. a brief review immediately after class
4. a long period of study between classes
5. a brief review immediately before class
6. Leave weekends open for special papers, projects, fun, etc.
7. Never spend more than an hour on any one subject - if you have more than an hour study time, then work on two or more subjects - as different from each other as possible.
8. As much as possible, study at the same time every day
9. not right before or after a meal
10. in a place reserved for study
11. with everything you need - pencils, pens, reference books, etc., there before you start.
12. A hint for "boredom":

Sometime a particular subject or books seems especially "boring" - not so much that the subject is unusually difficult, but that your mind keeps wandering away. For such subjects, try the following:

1. pick an amount of work - fifteen minutes, or three pages, or two problems, etc. - which you can do in a short period of time
2. begin your study or reading as usual
3. when you feel yourself getting bored, do just as much work as you have decided on in step 1 (fifteen minutes, three pages, whatever) and then STOP
4. do something fun for 10-15 minutes, or switch to another subject; and then come back to your boring subject and try again.

READING EFFECTIVELY AND TAKING NOTES

1. Effective note taking depends on having prepared before class, so that you can anticipate where the professor is going rather than having to guess.
2. have all your reading done before class
3. write down only what is different from your reading notes
4. the best question to ask in class is not "I don't understand" but rather " I see where we were until you started talking about \_\_\_\_\_; where does that fit in?"