“The closest thing to being cared for is to care for someone else.”

— Carson McCullers, *The Square Root of Wonderful*

The Physical Therapist Assistant Program at Jefferson College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org website: www.capteonline.org.

It is the policy of Jefferson College that no person shall, on the basis of age, ancestry, color, creed, disability, genetic information, marital status, national origin, race, religion, sex, gender identity or expression, sexual orientation, or veteran status, be subject to discrimination in employment or in admission to any educational program or activity of the College. In compliance with Federal Rules and Regulations, Jefferson College has adopted a procedure for resolving complaints of discrimination. The procedure is available to any Jefferson College student, employee, or applicant who feels that he or she has been discriminated against in employment, student programs, or student activities.
Welcome Letter
Agreement for Success
Mission – Vision - Philosophy
Values
Program Goals and Objectives
Program Assessment
PTA Program Policies and Procedures:
  Academic Advising
  Academic Integrity
  Attendance
  Background and Drug Screening
  Complaint Policy
  Dress Code and Hygiene Expectations
  Grades in Required General Education Courses
  (PTA Technical Courses) Grading Standards and Program Progression
  Insurance Requirements
  Off-Campus Safety
  On-Campus Safety
  Pregnancy Policy
  Privacy and Confidentiality
  Professionalism
  Readmission Criteria
  Smoking Policy
  Social Media Guidelines
  Technological Devices

Appendices
A. Curriculum Sequence
B. Academic Map
C. Degree Plan
D. Human Subject Waiver Form
E. Statement of Understanding
F. Student Conference Form
G. Incident/Injury Report
H. Standards of Ethical Conduct for the Physical Therapist Assistant
I. APTA Guide for Conduct of the Physical Therapist Assistant
J. Values-Based Behaviors for PTA
AGREEMENT FOR SUCCESS

At Jefferson College, we believe that the seeds of greatness are in each student. It is through education that the gifts and talents in each student are realized. Faculty, staff, and students have complementary and mutual responsibilities to assure student success. The purpose of this agreement for success is to describe those mutual responsibilities.

As A Faculty or Staff Member of Jefferson College:
- I will treat students with courtesy and respect and expect the same.
- I will have high expectations for each student.
- I will encourage each student to become all that he or she is capable of becoming.
- I will value time, start and end classes on time, and set priorities for the use of time.
- I will be enthusiastic about my work. I will strive to stay current in my field and find creative ways to teach my subject in a manner that is interesting and relevant to students’ educational goals.
- I will clearly describe the expectations in my class and provide students with feedback on the accomplishments of their achievements.
- I will not label students and will display a willingness to discuss options and goals that students are willing to work hard to achieve.
- I will respect differences among members of the campus community and encourage everyone to learn from these differences.
- I will be honest and maintain the highest level of integrity.

As A Student of Jefferson College:
- I will treat faculty and staff with courtesy and respect and expect the same.
- I am responsible for my education. While others may help me, my success will depend primarily upon what I do to become successful. If it is to be, it is up to me.
- I will work hard to succeed. This includes attending all classes and devoting a great deal of time to reading, studying, and doing out-of-class assignments.
- I will spend the appropriate time needed in outside preparation for each hour of class time.
- I will value time, come to classes on time, and be attentive and participate.
- I will set positive, specific, and measurable goals and I will visualize myself in possession of them.
- I will be an active learner. I will ask questions and seek guidance as often as needed and within the capacity of the faculty/staff member.
- I will respect differences among members of the campus community and encourage everyone to learn from these differences.
- I will be honest and maintain the highest level of integrity.
MISSION STATEMENT

Consistent with the mission of Jefferson College, the Physical Therapist Assistant Program provides a supportive learning environment in which students integrate knowledge and develop entry-level skills through innovative classroom and clinical experiences. The Program prepares competent, safe, and caring graduates who will provide physical therapy services under the direction and supervision of a licensed Physical Therapist.

VISION STATEMENT

Jefferson College’s Physical Therapist Assistant Program will be the premiere program in the state of Missouri and have a well-known reputation for graduating the highest caliber clinicians with a strong knowledge base, honest work ethic, and interpersonal skills allowing them to connect with all members of the health care team.

PHILOSOPHY

The program’s commitment is:
• To mold competent and compassionate students whose priority is to truly care for patients and their needs
• To simulate a clinical environment with the classroom and laboratory where all program, institutional, and professional values are practiced daily
• To foster an environment of safety, respect, encouragement, wellness, and teamwork that builds community amongst the student body to ensure individual achievement and programmatic success
• To instill an awareness within each student of the holistic needs and untapped potential for healing that lies within each patient and to instill the ability to assist in restoring each patient to the highest possible quality of life
• To restore and maintain the interpersonal skills and improve the ability to communicate through both written and spoken word as well as active listening, observing, and adjusting, adapting, or compensating appropriately in response to patients’ verbal and nonverbal cues
• To emphasize and exemplify the importance of daily healthy lifestyle choices regarding diet, exercise, sleep, and stress management so as to act as role models of wellness to our patients and the community
• To educate and establish the guidelines for students to always utilize evidence based practices, in order to care for patients with sound knowledge, integrity, and confidence
VALUES

In addition to Jefferson College’s and the American Physical Therapy Association’s core values, the PTA Program at Jefferson College also values:

**Respect:**
- treating patients and all individuals within the healthcare team with dignity and appreciation, regardless of age, ability, ethnicity, gender, religious beliefs, sexual preference, or socioeconomic status.

**Adaptability:**
- willingness and readiness to change as needed to adopt new technology, to accept updated regulations, and to follow evidence-based practices in order to provide efficient and effective interventions.

**Lifelong Learning:**
- understanding the expectation to be self-motivated and inquisitive, taking the initiative to find the latest evidence and recognizing the learning opportunity within each patient interaction.

**Mindfulness:**
- consciously drawing on one’s own knowledge, experience, and critical self-reflection allowing the ability to work with full presence and insightfulness with each patient.

**Health and Wellness:**
- modeling and promoting healthy behaviors through one’s personal choices in regard to diet and exercise.

**Professionalism:**
- exemplifying the responsibility to create an optimistic and respectful environment that breeds a positive energy of encouragement and realization of maximum potential.
PROGRAM GOALS AND OBJECTIVES

In accordance with the mission of the PTA Program, we incorporate faculty and prepare graduates who:

1. Demonstrate competence in cognitive, psychomotor, and affective processes to provide physical therapy services under the direction and supervision of a licensed Physical Therapist.
   a. Competent review and implementation of a plan of care established by a physical therapist.
   b. Utilizing this plan of care review to competently perform the procedural interventions and appropriate forms of data collection as expected based on the minimal required skills of PTA graduates.
   c. Effectively progressing the patient through the established plan of care.

2. Demonstrate the ability to deliver safe and efficient physical therapy services under the direction and supervision of a physical therapist, utilizing critical thinking and problem solving skills as needed.
   a. Adherence to institutional and clinical policies and procedures.
   b. Taking all precautions to minimize risk to patient, self, and others.
   c. Modifying interventions within the plan of care established by the physical therapist.
   d. Withholding interventions as appropriate based on changes in patient status.
   e. Taking appropriate action in an emergency situation.

3. Demonstrate effective oral and written communication skills.
   a. Communication with the supervising physical therapist as needed when modifications are need to the patient’s plan of care or interventions are withheld or are no longer appropriate based on patient status.
   b. Instruct patients, families, caregivers within the scope of the established plan of care.
   c. Actively participate in the health care team.
   d. Perform thorough, accurate, timely, and grammatically correct written documentation.
   e. Adapt verbal and nonverbal communication based on patient’s cultural beliefs.
   f. Provide psychosocial support to patients, families, and caregivers as needed.
   g. Educate others on the role of the physical therapist assistant.

4. Demonstrate legal and ethical actions within their scope of work and educational training while working under the direction and supervision of a physical therapist.
   a. Adherence to state practice act(s).
   b. Adherence to the APTA’s Standards of Ethical Conduct and Guide for Conduct of the Physical Therapist Assistant.
   c. Adherence to institutional policies and procedures.
   d. Meet and exceed the patient, caregiver, other health care professionals, physical therapy professionals, and society’s expectations for the physical therapist assistant.
5. Promote lifelong learning and the use of evidence based practice.
   a. Membership and participation in the national and local professional
      organizations to promote physical therapy.
   b. Career Development based on performance appraisals and areas of
      special interest.
   c. Participation in quality improvement projects, outcome audits within the
      health care delivery service in which he works.
   d. Assuming the role as a clinical instructor.

6. Continually meet accreditation standards as set forth by CAPTE in regard to program
   evaluative criteria, student retention, licensure examination pass rate, and student
   employment.
   a. Achieving licensure.
   b. Gaining employment as a physical therapist
      assistant.
   c. Compliance with evaluative criteria.
   d. Compliance with acceptable levels of student retention, first time and
      ultimate licensure pass rates, and employment rates.
PROGRAM ASSESSMENT

Program Goal #1 will be assessed via:
• Successful completion of the clinical component of the curriculum graded via the PTA CPI.
• First time and ultimate pass rates for the national licensure examination as administered by the Federation of State Board of Physical Therapy.
• Ongoing program and curriculum assessment done by faculty with advisory board input.

Program Goal #2 will be assessed via:
• Entry level scoring on the PTA CPI during terminal clinical experiences in these categories.
• Pass rate on the licensure examination.
• Employment rate.
• Employer satisfaction survey results.
• Ongoing program and curriculum assessment done by faculty with advisory board input.

Program Goal #3 will be assessed via:
• Entry level scoring on the PTA CPI for the terminal clinical experiences in these categories.
• Employer satisfaction survey results.
• Ongoing program and curriculum assessment done by faculty with advisory board input.

Program Goal #4 will be assessed via:
• Entry level scoring on the PTA CPI for the terminal clinical experiences in these categories.
• Renewal and maintenance of licensure.
• Ongoing program and curriculum assessment done by faculty with advisory board input.

Program Goal #5 will be assessed via:
• Renewal of annual APTA membership.
• Renewal and maintenance of licensure.
• Percentage of graduates who become clinical instructors or certified clinical instructors for future physical therapist assistant students.
• Ongoing program and curriculum assessment done by faculty with advisory board input.

Program Goal #6 will be assessed via:
• Meeting and/or exceeding the national average in graduation rate, first time and ultimate licensure pass rate, and employment rate.
• Maintenance of accreditation.
• Ongoing program and curriculum assessment done by faculty with advisory board input.
PTA PROGRAM POLICIES AND PROCEDURES

ACADEMIC ADVISING

Once a student has been accepted into the Physical Therapist Assistant Program, he/she will be assigned a PTA faculty advisor. The student is required to make an appointment with his/her faculty advisor a minimum of once per semester, during midterms, to establish the schedule for the following semester. During this and other impromptu meetings, a student conference form will be completed.
ACADEMIC INTEGRITY

Policy:

PT/PTA Collaboration, integrity, and responsibility are included in the Values Based Behaviors for the PTA as held by the American Physical Therapy Association, the professional association to which all students are members as student PTAs. In an effort to protect students, future patients, and the PTA Program, academic dishonesty is not tolerated.

Procedure:

The PTA Program has a zero tolerance policy in regard to academic dishonesty; however, the Program faculty recognizes that each student is entitled to due process. The PTA Program follows the policies and procedures of the Jefferson College Student Handbook.

Academic dishonesty is defined as plagiarism or cheating. Examples of academic honesty include:

- Viewing another student’s paper or computer screen during written examinations
- Returning to course content portion of Blackboard during computerized testing
- Sharing of materials or information intended to be original to each student
- Using another person’s original work on assignments, written examinations, or practical examinations
- Completing online assessments as a group of two or more when the assessment is intended to be completed individually
- Sharing information or feedback after completing a lab practical examination with those who have not yet completed the lab practical examination
- Saving and/or sharing written examination questions
- Sharing assignment answer keys or written exam remediation assignments with students in subsequent cohorts
- Additional examples of plagiarism and cheating are listed in the Jefferson College Student Handbook

If the accused student admits to, or is found guilty of academic dishonesty, the student receives a zero for the assignment or exam in question, a 50% reduction in professionalism points, a written warning for professionalism, and can be required to complete additional remediation activities such as meeting with a librarian or tutor, community service, etc. as the situation warrants. The student is required to sign a student conference form acknowledging that any future recurrence of academic dishonesty results in automatic dismissal of from the PTA Program without possibility of future readmission.

After discussing the incident in question with the student, if the student denies involvement in the academic dishonesty, the student is reminded of the academic dishonesty policy and the PTA Program employs the institution’s Rules of Procedure in Student Disciplinary Matters as outlined in the Jefferson College Student Handbook as needed.
ATTENDANCE

Policy:

Students in higher education earn their financial aid as a result of attendance and participation in coursework.

PTA Program students are expected to come to class on time, prepared to participate, and in proper uniform.

Students who demonstrate professional behaviors such as punctuality and attendance in the classroom are more likely to demonstrate these behaviors in the clinic and once employed as licensed PTAs. As a result, these professional habits are expected in the classroom. Proper preparation for class ensures students are ready to participate in the activities prepared for class and lab, and these activities can be completed safely and efficiently.

In addition to attendance at all lecture and lab classes, three hours of open lab time (time outside of regularly scheduled class time) is required each week during the first spring and second fall semesters to practice the skills learned in lab classes.

Episodes of tardiness and absence understandably occur. However, these situations must be the exception, not the rule. Whether a student is tardy or absent from class, the instructor must be notified in advance. This communication can occur via email, text, or phone call, and must occur prior to the beginning of class.

Absences are categorized as “excused” or “unexcused”. An excused absence includes the illness of self or a dependent (verified with a doctor’s note), trauma, or death within the immediate family. Missing class for any other reason is an unexcused absence. Excessive time missed, for any reason, often results in incomplete learning and skill acquisition and prevents students from achieving grades necessary to progress within the PTA Program.

Procedures:

Attendance Taking and Recording:

Jefferson College is an attendance tracking institution. Therefore, all instructors complete online attendance records for each class session each semester. After missing a combination of 15% or more class time and/or assignments, an instructor can opt to administratively withdraw the student from the class. If this occurs, the student is unable to progress in the PTA Program. The following paragraph is included on all official course syllabi at Jefferson College: “Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a
student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.”

PTA Students who are absent from class, whether excused or unexcused, and regardless of whether or not the instructor was informed prior to the start of class, are marked as absent when the instructor enters attendance for the course for the day.

**Arriving after class begins or leaving class early** is both disrespectful and disruptive. It is the student’s responsibility to obtain the notes and materials missed due to tardiness or leaving early. After reviewing missed information and practicing missed skills with a classmate, a student may schedule a meeting with the instructor to clarify any questions. **Students missing more than half of a lecture or lab, whether arriving late or leaving early, are marked absent for the day.**

**If a student is going to be absent from a lecture or lab,** it is the responsibility of that student to obtain the notes missed during class and schedule a time a classmate to review the content and practice the skills missed. After reviewing missed information and practicing with a classmate, a student may schedule a meeting with the instructor to clarify any questions. Any meetings are at the discretion of the instructor. Only one absence from a lab session per class is permitted per semester. Any absences in excess of this requires a meeting with the PTA Program Director and the course instructor in which the student receives a written warning for professionalism and creates a remediation plan in order to continue in the program. Each subsequent absence results in a written warning for professionalism. Upon receiving a third written warning for professionalism for inability to follow any of the policies and procedures of the PTA Program, the student is dismissed from the PTA Program and is ineligible for readmission.

**Any student displaying reoccurring tardiness, leaving class early, absences, and/or frequent personal breaks,** from lecture or labs meets with the Program Director and the appropriate instructor of the course/lab and receives a verbal warning, discusses the concerning habits, and develops a plan of action to correct these behaviors. If the behaviors do not improve following the conference, a written warning for professionalism is given. In addition to verbal and/or written warnings, frequent tardiness, leaving early, or absences results in a deduction of a number of professionalism points built into the total points possible for the course that impact the final grade in PTA Program courses. The number of points deducted for tardiness, leaving early, absences, and/or lack of preparation for class is at the discretion of the instructor.

Each course has a content outline posted on Blackboard at the start of the semester to allow for proper planning and time management. This content outline specifies assignment due dates, written quiz and exam dates, and, for courses with a lab component, skills check due dates and/or lab practical examination dates.

- **If an examination or lab practical is missed as the result of an absence in which the student informed the instructor prior to the start of the examination or lab practical exam,** the student and instructor must immediately communicate and schedule a time to make up the written or lab practical examination. The rescheduled written or lab practical examination must be completed within one week of the student’s return.
• **If a student is tardy on the date of a written exam or lab practical examination,** he/she has the remainder of the designated written or lab practical examination time to complete the exam. No additional time is allowed.

• **If an examination or lab practical is missed as the result of an absence in which the student did NOT inform the instructor prior to the start of the examination or lab practical exam,** the student meets with the PTA Program Director immediately upon his/her return and receives a written warning for professionalism. **The student must then immediately schedule a time to take the written or lab practical examination.** The rescheduled written or lab practical examination must be completed within 48 hours of the student’s return. The instructor deducts ten points on the written or lab practical examination due to the inconvenience of proctoring or completing a lab practical examination outside of the scheduled examination time.
  
  o **After an initial absence, if a student fails to attend a rescheduled written or lab practical examination and does not contact the faculty member** prior to the rescheduled examination time, a zero is recorded for that examination and no further opportunity for re-examination is permitted. As a result, the student is be unable to pass the course and progress in the PTA Program. The student may continue to attend, participate, and complete the course with the understanding that he/she cannot progress in the PTA Program. The student also has the option to withdraw from the course after meeting with a financial aid representative in Enrollment Services and in accordance with college’s policies and timeline for withdrawal.

• **Assignments** are due on the date specified by the course’s content outline. If a student is absent on the day an assignment is due, it is the student’s responsibility to email the assignment to the instructor on the due date. Assignments turned in late result in a deduction of 10% of possible points per day it is late. Any exceptions to this are at the discretion of the instructor.

• **If a student misses a quiz due to an excused absence,** he/she must take the quiz prior to returning to class to receive credits/points.

• **If a student misses a quiz due to tardiness or an unexcused absence,** it is scored a zero. If a student is tardy on the date of a quiz, he/she has the remainder of the designated quiz time to complete the quiz. No additional time is allowed.

**Required Open Lab Hours:**

Students must sign in and sign out of the mandatory **open lab sessions** which occur outside of class time. Three hours are required each week during the first spring and second fall semesters. During open lab hours, students practice any skills taught in lab, complete data collection assignments, and/or practice for upcoming skills checks or lab practical examinations. **Open lab time is for practice, not completing written assignments or studying.** Students who do not accumulate an average of three hours per week receive a deduction in total professionalism points from courses with a lab component.

**Vacation/Personal Leave:**

Throughout the course of the academic year, there are adequate breaks from classes to include time between semesters, spring break, and holiday breaks. Students who miss classes due to a planned vacation or other personal event during time when classes are regularly meeting are
considered unexcused absences. As a result, students are marked absent from class and instructors deduct professionalism points for the absence.

The student is responsible for all missed lecture and/or lab content. Consequently, the student must obtain the notes missed during class and schedule a time with a classmate to review the content and practice the skills missed prior to requesting a meeting with the instructor. Only after reviewing missed information and practicing missed skills with a classmate, may a student request a meeting with the instructor to clarify any questions. Any meetings are at the discretion of the instructor.

Instructors do not have to release any information about assignments, exams, or lab practical examinations ahead of their planned release time to accommodate for a student wanting to prepare or turn items in early prior to the vacation or personal event. Assignments are due on the date specified in the content outline. Assignments can be completed early, but if they are received late due to a vacation or personal event, daily point deductions occur. Instructors score any missed quizzes as a zero.

If a student is going to miss a written or lab practical examination as the result of a vacation or personal event, the student must schedule the time to take missed exam(s) PRIOR to leaving for the vacation or personal event. Computerized and/or lab practical examinations must be completed before or within 48 hours of the student’s return. The instructor deducts ten points on the written or lab practical examination due to the inconvenience of proctoring or completing a lab practical examination outside of the scheduled examination time. If the student fails to schedule these exams in advance of leaving, the instructor deducts 20 points from BOTH the exam(s) itself AND the total number of professionalism points for the course.

**Inclement Weather:**

In case of inclement weather, check local television, radio stations, and the Jefferson College home page. Students enrolled in the Jefferson College Viking text service receive a text message regarding campus closures. Lecture and lab courses within the PTA Program do not meet if Jefferson College is closed. For courses missed due to weather, students are expected to check the Blackboard course homepage as an assignment may be entered due to the missed class. If a student is participating in a clinical experience during an episode of inclement weather, it is up to the student’s clinical instructor whether or not the student should report to the facility. Any missed time during a clinical experience due to inclement weather is made up at a later date.

**Participation on Athletic Teams:**

The PTA Program faculty recognizes the value and importance of participation within the college’s intercollegiate athletics program. Prior to participation in college sponsored athletics, a written schedule must be submitted to each PTA Program faculty member whose course is attended by the student athlete, highlighting the classes that could be missed. No reduction in professionalism points occurs for missed classes due to athletic participation. However, the
student athlete is responsible for all missed materials, whether a classroom or laboratory experience. Excessive absences, for any reason, may prevent students from achieving the grades necessary on exams, lab practical examinations, and courses overall to progress within the PTA Program.
BACKGROUND CHECKS, DRUG TESTING AND MEDICAL DOCUMENTATION

Providing patient care is an important and sensitive aspect of being a physical therapist assistant. There are certain moral and ethical standards required of people who provide patient care. In order to assure our clinical sites of the high moral character of our students, all Physical Therapist Assistant students must submit to a Criminal Background Check. Students sign an Authorization for Criminal Background Checks and Drug Screens as part of the admission process. The student is responsible for all costs related to criminal background checks, drug screening, and immunization tracking. The application fee paid as part of the admission process covers these associated costs.

The Criminal Background Check Profiles accesses the following databases:
1. Social Security Alert
2. Residency History
3. Criminal Records Nationwide, to include all states of residency
4. Family Care and Safety Registry
5. Nationwide Healthcare Fraud and Abuse Scan
6. Nationwide Record Indicator with SOI (Sex Offender Index)

Additional online background checks that the Academic Coordinator of Clinical Education reviews include Office of Inspector General (OIG).

Students that have never received a background check through the Missouri Family Care Registry are responsible for the initial account set up and fee payment as that fee is not included in the PTA Program application fee.

Students on the Employee Disqualification are not allowed to continue in the PTA Program. Students who have criminal convictions, but are not listed on the Employee Disqualification lists must meet with the PTA Program Director and Academic Coordinator of Clinical Education to discuss the challenges and potential barriers to assigning students to clinical sites. Students acknowledge such barriers via a signed Student Conference Form and choose whether or not to continue in the PTA program.

Students complete a 9-panel urine drug screen at the on-campus Mercy clinic during PTA Program orientation early in the fall semester. Positive results related to prescription medication for which the student can produce proof of his/her prescription do not result in withdrawal from the PTA Program; however, follow up drug testing may be necessary and is handled on a case by case basis. If a student tests positive for illegal substances or for prescription medication for which the student cannot provide proof of his/her prescription, discipline results. Discipline may include mandatory counseling, random testing, and/or withdrawal from the PTA Program. Such issues are handled on a case by case basis with input from the Jefferson College administration as needed. Any required follow up drug testing occurs at the student’s expense. Refusal of counseling, missed counseling sessions, and/or additional positive results for illegal substances or
medication for which the student cannot provide a valid prescription results in immediate dismissal from PTA Program.

Randomized drug/alcohol testing may be necessary throughout the duration of the PTA Program. Suspicious student behavior may warrant such testing. Any member of the PTA Program or clinical faculty may request randomized testing. It is strongly suggested that two individuals notice and agree on the suspicious behavior prior to requesting a random drug test for cause. If any additional testing is deemed necessary during the clinical portion of the PTA Program curriculum, only the suspected individual is tested. Please consult the Policy and Procedure on Safety during Off-Campus Experiences for additional information on randomized drug testing during clinical experiences. Please consult the Policy and Procedure on Background and Drug Screening for further information on these topics.

Any/all follow up or additional background checks, fingerprinting, and/or drug/alcohol screens requested by the faculty or required by clinical site(s) prior to clinical experiences are completed at the expense of the student.

The Lifetime Immunization Tracking allows students to mail, fax, or upload their immunization information and any other health related documentation he/she wants to store. The company securely stores the records for the duration of the student’s life. Only the student, the participating school, and a certified medical transcriptionist at the tracking company can view the records.

Proof of the following immunizations is required prior to PTA150 Clinical Experience I:

- Measles, Mumps, Rubella (MMR)
- Hepatitis B (complete series of three vaccinations)
- Tetanus, Diphtheria, and Pertussis (Tdap) within the past 10 years
- Polio (complete series of three vaccinations)
- Initial Tuberculosis (TB) Baseline Testing (Use one of the two approved methods below)
  - TB skin test
    - Two Step TB Test OR Two recent consecutive annual TB Skin Tests (i.e. 2017 and 2018) are accepted.
    - -- OR --
  - TB blood test results
    - TB blood tests are also called interferon-gamma release assays or IGRAs. Two TB blood tests are approved by the U.S. Food and Drug Administration (FDA) and are available in the United States: the QuantiFERON®-TB Gold In-Tube test (QFT-GIT) and the T-SPOT®.TB test (T-Spot).
- Subsequent TB testing via one step skin test OR one blood test completed annually
- Influenza (prior to Clinical Experience II)
- Varicella (chicken pox)
  - Documented history of the disease from a parent or guardian is acceptable.

Other clinical requirements needed prior to Clinical Experience I include:

- Completion of the PTA Program Medical History Form
- Physical Exam completed annually
- Infant, Child, and Adult CPR and AED certification
COMPLAINT POLICY

PTA Program Complaint Statement:

Individuals formally or informally affiliated with Jefferson College have the right to express their concerns regarding the PTA Program or any of its affiliates. The PTA Program supports the chain of command that encourages any individual with a concern, complaint, or problem to address the issue first with the involved person. Should a resolution of the problem not occur after reasonable attempt or within a reasonable amount of time, the PTA Program Director or Interim Associate Dean of Health Occupations Programs should be notified in writing. If a complaint is related to the clinical education component of the curriculum, the Academic Coordinator of Clinical Education (ACCE) should be notified in writing. If a complaint/grievance/appeal is related to discrimination or harassment, Director of Human Resources should be notified. If a complaint or grievance is related to Title IX or within its provisions, the Title IX Coordinator should be notified.

Policy:

It is the policy of the Physical Therapist Assistant Program to welcome comments, suggestions, ideas, and constructive feedback as part of continuous and systematic Program evaluation and improvement.

Procedure:

The following procedures for formal complaints provide a means for individuals to share their complaints or concerns. For the purpose of this reporting requirement, Jefferson College and the PTA Program consider formal complaints as only those which are written, signed, and mailed or delivered to the offices of the PTA Program Director, the Interim Associate Dean of Health Occupations Programs, the Dean of Career and Technical Education, the Vice President of Instruction, the Vice President of Student Services, and/or the President.

1. Students

   The PTA Student Handbook is available electronically, on the PTA Program website and policies are reviewed during the mandatory PTA Program student orientation after admission. Core Faculty inform individuals affiliated with the program, specifically students, adjunct faculty, lab assistants, and clinical site staff (SCCE/CI), regarding complaint policies. Students and Clinical Faculty are the front-line individuals with the greatest amount of time in contact with patients, other disciplines and staff at the clinical site, and the general public. Thus, students and clinical faculty are encouraged to serve as the liaison to share information regarding the PTA Program complaint policy to interested individuals as appropriate.

   If a concern or situation with an instructor, adjunct instructor, lab assistant, or guest lecturer occurs, if possible, the student should first respectfully address the concern with the involved individual. If this is not possible, or if the concern or situation involves the
Academic Coordination of Clinical Education, the student should discuss the concerns with the PTA Program Director. If the concern or situation involves the PTA Program Director, the student can discuss the concerns with the Interim Associate Dean of Health Occupation Programs. Every effort is made to address and resolve the concern and/or situation at hand. If the student is not satisfied with the manner in which the situation is handled or its resolution, the student can request to meet with administration to include (in order) the Dean of Career and Technical Education, the Vice President of Instruction and/or the Vice President of Student Services, and the President.

If a concern or situation with a PTA Program policy arises, the student should first respectfully address the concern with the PTA Program Director. Every effort is made to address and resolve the concern and/or situation at hand. If the student is not satisfied with the manner in which the situation is handled or its resolution, the student can request to meet with administration to include (in order) the Interim Associate Dean of Health Occupations, the Dean of Career and Technical Education, the Vice President of Instruction and/or the Vice President of Student Services, and the President.

If a student has a situation or concern arise with a CI, if possible, the student should first respectfully address the concern with the CI. The student may opt to discuss the concern or situation with the ACCE first to create a communication plan to handle the issue at hand. If this is not possible, the student may discuss the situation with the SCCE and/or the ACCE to discuss how to best approach and resolve the situation. Every effort is made to address and resolve the concern and/or situation at hand, which may involve mediation, creating communication goals, creating a learning plan, changing CIs at the facility, or removal of the student from the clinical experience, depending on the severity of the concern or situation. As needed the ACCE discusses the situation with the PTA Program Director.

If a student believes he/she has been treated unfairly, subjected to harassment, or been the victim of discrimination, the Procedures for Student Appeals provides a means for students to express complaints/grievances, to request a form of relief, and to receive an objective hearing. Students are reminded that filing a false complaint/grievance/appeal is in violation of the Student Code of Conduct.

A student who wishes to file a formal complaint/grievance/appeal regarding an issue pertaining to a misapplication of College or PTA Program Policies, Procedures, and Practices at Jefferson College shall first meet informally with the person applying the policy, procedure, or practice to discuss the situation. The PTA Program then follows the Student Appeal Process for Misapplication of College Policies, Procedures, and Practices outlined in the Jefferson College Student Handbook.

2. Core Faculty/Adjunct Faculty/Lab Assistant/Guest Lecture Complaint Procedure

If a concern or situation arises between a core faculty member (PTA Program Director or ACCE) and a student in the classroom, if possible, it should first be respectfully addressed
with the student. If addressing the issue with the student first is not possible, core faculty (ACCE and PTA Program Director) discuss the concern or situation and address it together. The Interim Associate Dean of Health Occupations is consulted depending on the nature of the concern or situation.

If a concern or situation arises between an adjunct faculty member and a student in the classroom, if possible, it should first be respectfully addressed with the student.

If addressing the issue with the student first is not possible, adjunct faculty discuss the concern or situation with the PTA Program Director.

If a concern or situation arises between a lab assistant or guest lecturer and a student in the classroom, if possible, it should first be respectfully addressed with the student. In addition, the lab assistant or guest lecturer must inform the course coordinator of the concern or situation. If addressing the issue with the student first is not possible, lab assistants and guest lecturers should discuss the concern or situation with the Course Coordinator.

For all of the above situations, a meeting is scheduled with the student to discuss the concern or situation and possibly create a plan for remediation of the concern or issue a verbal or written warning, depending on the situation.

If the student informs a core or adjunct faculty member or lab assistant of concerning personal circumstances, the PTA Program Director must be informed and an Early Alert and/or Maxient incident report completed. Early Alert reports are more appropriate for academic issues that provide obstacles to success in a course such as excessive tardiness or absences from class, not completing assignments, not having a textbook, etc. Maxient reports are more appropriate for behavioral concerns either personal or academic. Both forms are available under the faculty tab on MyJeffco.

If a concern arises with a Jefferson College of PTA Program policy, the faculty member or lab assistant should first respectfully address the concern with the PTA Program Director. Every effort is made to address and resolve the concern and/or situation at hand. If the student is not satisfied with the manner in which the situation is handled or its resolution, the student can request to meet with administration to include (in order) the Interim Associate Dean of Health Occupations, the Dean of Career and Technical Education, the Vice President of Instruction and/or the Vice President of Student Services, and the President.

### 3. Clinical Facility Complaint Procedure

Each Clinical Facility and/or Site Coordinator of Clinical Education (SCCE) is emailed a Clinical Education Handbook and any updates thereafter. Core Faculty inform individuals affiliated with the program, specifically students and clinical site staff (SCCE/CI), regarding complaint policies. Students and Clinical Faculty are the front-line individuals with the greatest amount of time in contact with patients, other disciplines...
and staff at the clinical site, and the general public. Thus, students and clinical faculty are encouraged to serve as the liaison to share information regarding the PTA Program complaint policy to interested individuals as appropriate.

If a Clinical Instructor (CI) has a concern or a situation arises with a student, the CI should directly confront the student regarding his/her concerns with respect to his/her knowledge or skill performance, attitude, or professional behavior. The student should be given the opportunity to make corrections or improvements by setting clear goals and establishing an agreed upon action plan and timeline through discussion between the CI and the student. This Learning Plan is documented on the Weekly Planning Form or on the appropriate Clinical Experience MIDTERM or FINAL ASSIGNMENT. If the situation remains unresolved, the CI should consult with the facility’s Site Coordinator of Clinical Education (SCCE) and the program’s Academic Coordinator of Clinical Education (ACCE). Please refer to the PTA Program Policy and Procedure entitled Early Warning System as found in the Clinical Education Handbook for further explanation. Every effort is made to address and resolve the concern and/or situation at hand, which may involve mediation, creating communication goals, creating a learning plan, changing CIs at the facility, or removal of the student from the clinical experience, depending on the severity of the concern or situation. As needed the ACCE discusses the situation with the PTA Program Director.

If a Clinical Instructor (CI) or SCCE has a concern or a situation arises with the ACCE, if possible, it should first be respectfully addressed with the ACCE. If addressing the issue with the ACCE first is not possible, the CI should discuss the concern with the PTA Program Director. All work together to address and resolve the concern or situation. The SCCE and CI have the opportunity to complete the APTA’s DCE/ACCE Performance Assessment: Faculty Survey annually.

If a CI or SCCE has a concern with a policy within the Clinical Education Handbook, PTA Program policy, or the PTA Program curriculum, he/she should first respectfully address the concern with the ACCE. Every effort is made to address and resolve the concern and/or situation at hand. If the CI or SCCE is not satisfied with the manner in which the situation is handled or its resolution, he/she can discuss the concern with administration to include (in order) the PTA Program Director, the Interim Associate Dean of Health Occupations, the Dean of Career and Technical Education, the Vice President of Instruction and/or the Vice President of Student Services, and the President.

4. **Patient and/or Clinical/Interdisciplinary Staff Complaints**

   During a clinical experience, if a patient or a member of the clinical or interdisciplinary staff has a concern or a situation that arises involving a Jefferson College PTA student, the patient should respectfully discuss the problem with the student’s CI. If the patient is not satisfied with the manner in which the situation is handled or its resolution, he/she can discuss the concern with the SCCE and/or the ACCE. The CI should give the contact
information for these individuals to the patient. Patients can also be directed to the External Complaint Policy found on the PTA Program webpage.

For any of the above parties, if the nature of a concern falls into the possibility of a formal complaint to the program’s accrediting body, contact the APTA’s Department of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. The Department of Accreditation can be reached by phone at 703-706-3245 or email at accreditation@apta.org.
DRESS CODE AND HYGIENE EXPECTATIONS

Duty is a Value-Based Behavior of which Physical Therapist Assistants (PTAs) are expected to adhere as members of the physical therapy. Appearance is an element of duty. PTA Students are expected to make a professional impression upon not only instructors in both the classroom and clinic, but also patients. Therefore, the following dress code is enforced for the PTA Program:

**Classroom Instruction:** Students wear khaki-colored pants and a black polo shirt. The polo shirt can be long or short-sleeved. Shirts and pants should be of the proper length and not expose any skin or bodily crevices when having to lift, reach, bend, or squat. Shoes should be of an athletic style. Sandals, flip-flops, open-toed/open-heeled shoes, high-heeled shoes, or shoes with wheels or lights are not allowed. Socks must be worn with shoes.

The Jefferson College bookstore sells black polo shirts with the PTA Program logo on it. Students are expected to purchase one of these polo shirts to wear for off-campus experiences. The PTA Program polo shirts may be worn to class, but a plain black polo shirt is also acceptable.

**Laboratory Instruction:** Students are required to wear: elastic waist black walking shorts, no shorter than three inches above the top of the knee, capris, or leggings, along with a gray crew neck short sleeve t-shirt. Females are to wear a sports bra under their shirts. Socks and athletic shoes are required. T-shirts are removed during labs that require access to the trunk and upper extremities. Shorts are required during labs that require access to the hips and knees. Students wearing clothing that prohibits necessary access to boney landmarks for laboratory skills practice can be required to don a gown to allow for access to boney landmarks. Shoes should be of an athletic style. Sandals, flip-flops, open-toed/open-heeled shoes, high-heeled shoes, or shoes with wheels or lights are not allowed. Socks must be worn with shoes.

At the instructor’s discretion, failure to follow the dress code may result in being denied access to the classroom until wearing in proper uniform and loss of professionalism points.

**Lockers:** The College provides lockers for students to store books, equipment, personal supplies, and/or clothing for clothes changes between lecture and laboratory classes. Student lockers are located in the hallway near the restrooms. Students are responsible to provide their own lock. The PTA Program and Jefferson College are not liable nor responsible for loss or damage to any items stored in lockers.

**Clinical Experiences:** Students follow the dress code of the facility to which they are assigned. If the facility does not have a dress code, students are expected to abide by the above mentioned Jefferson College PTA Program classroom instruction dress code and wear his/her Jefferson College Identification badge.

**Jewelry/Accessories:** Whether in the classroom, laboratory, or clinical facility, students are expected to adhere to the following limitations:

1. Jewelry should be kept to a minimum, no necklaces or bracelets. A wristwatch with a second hand is required.
2. No dangling earrings, only post style earrings and up to two per earlobe.

3. A small wedding band is preferred, but minimal unobtrusive rings are acceptable.

4. No tongue piercing.

5. No visible body piercings, other than the ears and side of the nose.*

6. No visible tattoos. Tattoos are to be covered by clothing and/or cosmetics/makeup.*

**Hygiene:** Whether in the classroom, laboratory, or clinical facility, students are expected to adhere to the following guidelines:

1. Hair must be clean, contained, and not in the student’s face when bending forward.

2. If a male has facial hair, it should be kept close to the face and well groomed.

3. No hair extension or dreadlocks.

4. Nails must be clean and trimmed to no longer than 1/8 of an inch beyond the pad when looking at the palm of the hand.

5. No acrylic nails allowed.


7. Hair and/or highlights must be a natural color such as blonde, brown, black, or red/orange. No unnatural dyes.*

8. No body odor – wash daily and use deodorant.

9. No foot odor. Socks are required to be worn with athletic style shoes and changed daily.

10. No halitosis- Brush teeth at least twice daily, floss, and use mouthwash.

Students may request exceptions to rules marked with a “*” in the classroom setting, but no exceptions to this rule are made while on clinical experiences. Students are expected to adhere to the dress code policies of BOTH the Jefferson College PTA Program and the clinical site.
GRADES IN NON–PTA COURSES

**Policy:**

Many of the general education courses required for graduation from Jefferson College with an Associate of Applied Science degree provide a foundation for the PTA Program technical courses, and, therefore, have specific grade expectations.

**Procedure:**

1. Because the content of the PTA technical courses builds on the foundational information acquired in the science and psychology requirements for the degree. No grade lower than a “C” is accepted in the below named courses.
   a. Anatomy and Physiology II (PTA105 or BIO212)
   b. General Psychology (PSY101)
   c. Human Development (PSY205)
   d. Pathophysiology (BIO245)

2. Students who have completed the above named general education requirements prior to acceptance into the PTA Program must have achieved a grade of “C” or better for the classes to transfer to the PTA Program.

3. If a student received a “C” in any of the above named courses and is looking to raise his/her GPA to the minimum required 2.5 for PTA Program admission, it is recommended he/she repeat the above named courses in an attempt to earn a grade of “B” or better in the class(es).

4. Students must achieve a grade of “C” or better in the following general education courses required as part of the PTA Program Degree Plan:
   a. Introduction to College (COL101)
   b. Oral Communication (SPD105)
   c. Microcomputer Software Applications (CIS133)
   d. Math (MTH110 or higher)
   e. US and MO Government and Constitution (PSC102) or U.S. History I (HST103)

5. Students meet with their faculty advisor at least once per semester to discuss progress in all courses required toward the PTA Program degree.

6. Students not achieving a minimum of a “C” in the non PTA courses which apply to the PTA Program Degree Plan must repeat the course until achieving the grade required for progression through and graduation from the PTA Program.
**GRADING STANDARDS AND PTA PROGRAM PROGRESSION**

**Policy:** Part of the Mission of the Physical Therapist Assistant (PTA) Program is to prepare competent, safe, and caring graduates who will provide physical therapy services under the direction and supervision of a licensed Physical Therapist. In order to earn a license to practice as a PTA, a student must BOTH graduate from an accredited Program AND that student/graduate must pass a national, standardized, 200 question multiple-choice examination.

The PTA Program core faculty strives to progress students who can be successful in achieving BOTH the Program mission and their personal career goal.

**Procedure:**

**For all testing within PTA Technical Courses:**

On the day of an examination, a student must be present for all classes prior to the written exam or lab practical exam in order to take the scheduled written or lab practical examination, unless prior faculty permissions have been granted.

Students should pass each written examination with a grade of 75% or better. If a student earns a grade below 75% on a written exam, the student must complete a remediation assignment.

**For all PTA Technical Courses (with or without a lab component):**

Each student must pass the class with at least a 75% (calculated as points earned divided by total points possible) to progress within the PTA Program. In addition, each student must pass the comprehensive final exam with at least a 75% to progress within the PTA Program. This demonstrates the student has met the minimum requirement to progress within the PTA Program.

After completing the comprehensive final exam, if a student has not earned enough points to pass the class with a 75%, the student earns the letter grade associated with the final percentage after calculating the total points earned divided by the total points possible. The student does not take another final exam, and the student cannot progress in the PTA Program and must repeat the class if he/she applies for readmission to the PTA program.

If a student has enough points to pass a class, but does not earn at least a 75% on the comprehensive final, he/she must retake another final exam. If a student does not pass the final examination retake, he/she cannot progress in the program and must repeat the class if he/she applies for readmission to the PTA program. The final grade earned for the course is calculated as total points earned divided by total points possible.

If a student does not pass the final examination with at least a 75% and opts not to retake another final exam, he/she cannot progress in the program and must repeat the course if he/she applies for readmission. The final grade earned for the course is calculated as total points earned divided by total points possible.

For all PTA Technical courses with a lab component, in addition to passing the comprehensive
final exam with at least a 75%, students must also pass all safety and competency aspects of each lab practical exam as described below:

**For PTA Technical Courses with a lab component:**

The purpose of a Skills Check is to give students an opportunity for one on one time with an instructor in an informal and less stressful setting to demonstrate skills recently learned and practiced. As a result, students receive constructive feedback on these skills prior to the practical examinations in which the skill is assessed in a more formal setting. It is the student’s responsibility to schedule a time with the instructor to complete the various skills checklists. All applicable Skills Checks must be completed and passed prior to the scheduled laboratory practical examination. Students may have more than one opportunity to pass a Skills Check; however, if a second attempt is necessary, the student’s total points earned on the Skills Check is multiplied by .9 (90%), and that score is recorded as the final grade for the Skills Check. If a third attempt is necessary, the student’s total points earned on the Skills Check is multiplied by .8 (80%), and that number is recorded as the final grade for the Skills Check. If a fourth attempt is necessary, the student meets with the PTA Program Director to discuss concerns with practice and preparation for Skills Checks and lab practical examinations. Some, but not all, courses with a laboratory component have BOTH Skills Checklists and lab practical examinations.

The purpose of a lab practical examination is to ensure students can demonstrate both safety and competency in the skills being tested in a simulated patient scenario prior to working with actual patients. Therefore, for each lab practical examination throughout the PTA Program, a student must pass each tested critical safety element with a 2 or higher (on a 0-3 scale) AND earn at least a 75% on each subsection of the lab practical exam to pass the entire practical examination. Critical safety elements are marked with an “*” on the lab practical examination rubric so as to make the students aware of the safety elements in which to pay special attention.

If a student earns at least 75% of possible points within a subsection of the lab practical exam, but does not score at least a 2 (on a scale of 0-3) on a critical safety element contained with that subsection of the exam, the student has not demonstrated the minimum required level of safety with the tested skill(s). Therefore, remediation occurs and retesting of the subsection(s)/skill(s) that contained the failed critical safety element occurs. Students have only one opportunity to retest per practical examination. A minimum score of 2 on all noted Critical Safety Elements and an overall score of 80% must be earned on any and all re-tested subsection(s)/skill(s) to progress in the program. If a student earns less than 2 on any re-tested Critical Safety Element or less than an 80% on an attempted retake of any and all subsection(s)/skill(s), the student cannot progress in the PTA Program. While the student receives whatever grade he/she earns based on total earned points divided by total possible points for a course, he/she must repeat the course if he/she chooses to reapply to the PTA Program. After two failed attempts at a lab practical examination, the student may continue to attend, participate, and complete the course with the understanding that the student cannot progress in the PTA Program. The student also has the option to withdraw from the course after meeting with a financial aid representative in Enrollment Services and in accordance with college’s policies and timeline for withdrawal.
A student cannot earn less than a 2 on the same critical safety element more than one time in a semester and progress in the PTA Program.

If a student passes all critical safety elements but does not earn enough points to equate to a 75% on one or more subsections of the practical examination, the student has not demonstrated minimum required level of competence with the tested skill(s). Therefore, remediation occurs and retesting of the failed subsection(s)/skill(s) occurs. Students have only one opportunity to retest per practical examination. A minimum score of 2 on all noted Critical Safety Elements and an overall score of 80% must be earned on any and all re-tested subsection(s)/skill(s) to progress in the program. If a student earns less than 2 on any re-tested Critical Safety Element or less than an 80% on an attempted retake of any and all subsection(s)/skill(s), the student cannot progress in the PTA Program. While the student receives whatever grade he/she earns based on total earned points divided by total possible points for a course, he/she The student must repeat the course if he/she chooses to reapply to the PTA Program. After two failed attempts at a lab practical examination, the student may continue to attend, participate, and complete the course with the understanding that the student cannot progress in the PTA Program. The student also has the option to withdraw from the course after meeting with a financial aid representative in Enrollment Services and in accordance with college’s policies and timeline for withdrawal.

For both of the above scenarios, if a student earns at least a 2 on each re-tested Critical Safety Element and at least an 80% on any and all retested subsections, the score on the subsection on the initial lab practical examination attempt is increased to a 75% to show the skill has been passed at the minimum required level.

**Requirements for Progression within the PTA Program**

In order to progress within the PTA Program, students must achieve the following:

- Earning at least in “C” in all General Education courses required for completion of the Associate of Applied Science Degree at Jefferson College
- Earning at least in “C” in all PTA Program Technical Courses required for completion of the Associate of Applied Science Degree
- Passing all PTA Program Clinical Courses
- Passing scores (at least a 75%) on all comprehensive final examinations in PTA Program Technical Courses
- Demonstrating BOTH competency and safety in all lab practical examinations
- A student must pass a comprehensive lab practical in PTA260 PTA Principles and Procedures IV, in order to move on to his/her terminal clinical experiences, PTA280 and PTA285.
- A student must take a comprehensive computerized practice licensure examination create a study plan with the PTA Program Director to pass PTA270 PTA Seminar, and in order to graduate from the PTA Program.
- Maintaining a GPA of at least 3.0 in PTA Technical Courses**

** In April of 2011, Lisa Desmarais et al. published an article in The Journal of Physical Therapy
Education entitled “Factors Influencing Physical Therapist Assistant Licensure Examination Success.” In this research article, the authors found “students who have a Grade Point Average (GPA) of at least 3.05 are more likely to score at least the passing score of 600 on the National Physical Therapy Examination-for Physical Therapist Assistants (NPTE-PTA)” (39). This same article found that scores on the PTA Clinical Performance Instrument (PTA CPI) used for evaluating student performance during clinical experiences did not predict success on the licensure examination. Finally, this article also found that “while A&P grades appear to be valid with their positive, though weak, correlation—they were far less predictive for licensure examination scores than PTA GPA” (40).

Statistical analysis of the GPAs and first time NPTE-PTA pass rates were completed using data from the first three cohorts of Jefferson College’s PTA Program. This data matched the results found in this research article.

At the end of each semester, the PTA Program Director calculates the PTA student’s GPA in PTA Technical Courses. Students with a GPA less than 3.0 meet with the Program Director and are placed on academic probation for the following semester. As a result, the student must raise his/her GPA to at least 3.0 in all PTA Technical Courses by the end of the following semester to continue to progress in the PTA Program. At the end of the following semester, after the PTA Program Director calculates each PTA student’s GPA in PTA Technical Courses, he/she meets with any student who is on academic probation. If the student on academic probation raised his/her GPA to at least a 3.0, he/she may progress to the next semester. If the student on academic probation did not raise his/her GPA to at least a 3.0, he/she is dismissed from the PTA Program. Any student dismissed from the PTA Program due to a GPA less than 3.0, may reapply to the PTA Program. Refer to the PTA Program Policy and Procedure on Readmission Criteria for more information.

**Grades Believed to be Recorded in Error:**

Any student who believes a grade on an assignment, written exam, lab practical exam, and/or course was recorded in error is to notify the course faculty member and/or the Program Director immediately. Depending on the assignment, any validated errors in recorded grades are corrected immediately in Blackboard or using a Grade Change form. If the grade has been recorded correctly, but the student disagrees with the grade assignment, he/she must follow the Grade Appeal Process of the institution as outlined in the Jefferson College Student Handbook.

**INSURANCE REQUIREMENTS**

*Health Insurance* is recommended but not required for admission to the PTA Program. The PTA Program Director maintains a copy of a student’s health insurance card, if applicable, in the student’s file in her office. Students and/or their insurance companies are responsible for any medical costs related to injuries that could occur in the classroom, laboratory, or clinic.

- Students who do not have medical insurance are not able to participate in clinical experiences at a few sites that require students to carry health insurance
- Students are financially responsible for any medical expenses, including examinations and treatments, for any conditions resulting from any incident or injury that may occur in the
classroom or clinic

Malpractice Liability Insurance is covered by Jefferson College for all students participating in Program-related on and off-campus activities. A copy of the Certificate of Liability Insurance is available in the ACCE’s office. The Liability Insurance covers students performing job-related skills previously instructed, practiced, and tested in an academic faculty’s supervised classroom/laboratory. During clinical experiences, students can perform ONLY the select skills and treatment interventions for which they have tested and achieved competency in their skills checks and/or laboratory practical exams prior to the clinical experience. Jefferson College’s Malpractice Liability Insurance does NOT cover students who perform skills that have not yet been taught and assessed previously within the PTA Program curriculum by PTA Program faculty. Students are fully liable and financially responsible for any harm that comes to a patient as a result of performing skills or interventions not yet covered and/or tested within the curriculum.
PREGNANCY POLICY

Should a student become pregnant while enrolled in the program, the student needs to inform the PTA Program Director as soon as medically advised. Efforts are made to assist with progression in the PTA Program within the limits as set forth in the PTA Program curriculum, policies and procedures, and Title IX rules. Circumstances are dealt with on a case by case basis.
PRIVACY AND CONFIDENTIALITY

Policy:

It is the policy of the Physical Therapist Assistant Program to maintain confidentiality of all individuals and academic materials associated with the PTA Program in accordance with all College, state and federal laws and regulations, specifically those of the Family Educational Rights Protection Act of 1974 (FERPA) and the Health Information Portability and Accountability Act (HIPAA).

Procedure:

A. To ensure all individuals associated with the PTA Program are aware of such policies:

1. The PTA Student Handbook is available on the PTA Program website and reviewed during student orientation in the fall semester after admission to the PTA Program.

2. Each PTA student is emailed a Clinical Experience Handbook prior to the beginning of Clinical Experience I.

3. The ACCE electronically sends a Clinical Experience Handbook to each Clinical facility and/or the Site Coordinator of Clinical Education (SCCE) annually.

4. The course coordinator/faculty informs visitors to the PTA Program of their rights and responsibilities with respect to HIPAA regulations.

5. Academic faculty of the PTA Program must follow the policies and procedures of Jefferson College as stated in the Faculty Handbook.

6. Clinical Faculty of the PTA Program and students are expected to abide by policies and procedures concerning Privacy and Confidentiality of students as stated in the Family Educational Rights Protection Act of 1974 (FERPA) in reference to student assessments and clinical performance.

7. All core faculty, adjunct faculty, and lab instructors/assistants complete FERPA training in Human Resources after hire but prior to student contact/instruction.

8. Students complete basic HIPAA training during PTA Program orientation in the fall semester.

B. To protect the rights of individuals associated with the PTA Program:

1. Students:
   a. Information collected during the PTA Program’s admissions process about prospective students, including but not limited to transcripts, test scores, letters of recommendation, and personal information regarding the student’s character, family background, financial history, is maintained in a locked cabinet in the PTA Program Director’s office and only shared with individuals involved in the admissions process.
b. As part of the application to the PTA Program, applicants are required to sign forms acknowledging that background checks, drug screens, and proof of vaccinations and other medical forms are needed upon acceptance into the PTA Program. These signed acknowledgement forms also allows the releases information to clinical instructors and extended clinical faculty. Application materials are kept in a locked file in the PTA Program Director’s office.

c. Faculty maintain confidentiality when communicating with and about students regarding academic and clinical performance and other protected information. Information is shared only on an as needed basis. If needed, students may sign an additional waiver to release information to recruiter and employers, or display their assigned projects/research in state and national educational conferences.

d. All students are required to attend an advising meeting with a core faculty member around mid-term in the fall and spring semesters to discuss topics including, but not limited to current courses, registration for next semester, progression through the program, clinical experience preferences, stress and/or time management, and personal challenges that could be hindering performance in courses. Students may request meetings with their advisors and other faculty as needed. Advising meetings, and all other spontaneous conferences, upon the request of the student or faculty, are conducted in private in the core faculty member’s office or allotted adjunct faculty space. Documentation of advising sessions is recorded on a Student Conference Form or a journal entry within the College’s Personal Resource and Educational Plan (PREP) system. All student records within the PTA Program and documentation related to advising meetings are kept in locked file cabinets in the Program Director’s and/or ACCE’s and accessible only to authorized personnel. Upon request and by making an appointment, the students may examine their personal PTA files/records in the presence of a faculty member. Personal files are not allowed to leave the faculty member’s office.

e. The students are responsible for obtaining and uploading original records of vaccinations, TB tests, physicals, and all other required medical screens and background check into an online database. The ACCE provides all clinical faculty with copies of all required medical records and/or background check results as needed for clinical experiences. Students sign a release for such information as part of the application process.

f. Students are made aware of their rights as students and responsibilities as healthcare professionals under FERPA and HIPAA during student orientation in the fall semester. Due to potential conflict of interest, students are not assigned to a clinical experience at their current or previous place of employment.

2. Faculty:
   a. All records for faculty associated with the PTA Program are kept in locked file cabinets in the PTA Program Director’s office and accessible only to authorized personnel on a “need to know basis”.

   b. Individual personnel files for all faculty associated with the PTA Program are locked and kept in the College’s Human Resources office.
3. Others:
   a. The importance of patient confidentiality through the Health Information Portability and Accountability Act (HIPAA) are stressed throughout the Program in both didactic and clinical courses. Information, including protected health information, obtained from patients, students, faculty, and human subjects during on-campus laboratory sessions and/or during off-campus experiences at clinical sites for educational purposes are treated with the expectation of full confidentiality.
   b. Students are required to attend informational training on HIPAA during orientation to the PTA Program and complete and pass a quiz on the training.
   c. All individuals who participate as Human Subjects for educational purposes in the PTA Program must sign a Human Subject Waiver form which informs them of their rights and responsibilities. This form is kept in a PTA Program file in the ACCE’s office.
   d. Refer to the Jefferson College PTA Program’s Social Media Guidelines regarding proper use of social media, such as posting information about the classroom and clinical portions of the program.

C. To protect the integrity of academic materials created for the purpose of classroom instruction, written/computerized examinations, and practical examinations:
   a. Academic dishonesty can be defined as plagiarism or cheating. Items such as looking at another student’s paper or computer screen during written examinations, returning to the course content portion of Blackboard during computerized testing, sharing of materials or case scenarios on written or practical examinations can constitute as academic dishonesty.
   b. Refer to the Policy and Procedure on Academic Integrity found in the Jefferson College Student Handbook for more examples of academic dishonesty as well as information on the consequences of academic dishonesty.
**PROFESSIONALISM**

**Policy: commitment to professionalism**

Professionalism is highly valued by both academic and clinical faculty. All students are members of the American Physical Therapy Association (APTA) and the Missouri Physical Therapy Association (MPTA) while enrolled in the PTA Program. As a representative of the physical therapy profession, students admitted to the PTA Program are responsible for abiding by the *APTA Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Conduct of the Physical Therapist Assistant, and the Value Based Behaviors for the Physical Therapist Assistant*. These APTA core documents are reviewed throughout the PTA Program curriculum.

Merriam-Webster’s Dictionary defines professionalism as a “set of attitudes and behaviors believed to be appropriate to a particular occupation.” While the following list of professional behaviors was included in an article by Dana Purkerson Hammer entitled “Professional Attitudes and Behaviors: The ‘A’s and ‘B’s of Professionalism” and published in the Winter 2000 edition of the *American Journal of Pharmaceutical Education*, we believe these behaviors can apply to anyone working in healthcare, including student PTAs:

1. Student is reliable and dependable, i.e., can be counted on to fulfill responsibilities and meet expectations.
2. Student practices personal hygiene, i.e., maintains personal health and grooming habits acceptable to practice setting.
3. Student produces quality work, i.e., tasks and assignments are complete, accurate, and meet their respective objectives.
4. Student is empathetic, i.e., demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration toward others.
5. Student behaves in an ethical manner, i.e., acts in the best interest of others; acts in accord with the Student Ethics and Conduct Code.
6. Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.
7. Student is punctual, i.e., arrives to class and meetings early or on time; meets deadlines for completion of tasks and responsibilities.
8. Student uses time efficiently, i.e., allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely.
9. Student is self-directed in undertaking tasks, i.e. after initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; self-motivated; functions independently.
10. Student handles stress; i.e., remains calm, levelheaded, and composed in critical, stressful, or
difficult situations.

11. Student is respectful, i.e., demonstrates regard for self, standardized patients, peers, TA’s, faculty, staff and university property.

12. Student communicates using appropriate body language, i.e., utilizes gestures and mannerisms that enhance formal and informal communications.

13. Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.

14. Student prioritizes responsibilities effectively, i.e., organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes.

15. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.

16. Student put others’ needs above his/her own, i.e., demonstrates an attitude of service by taking the necessary time and actions to help others; gives of oneself to benefit others.

17. Student is nonjudgmental, i.e., demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations.

18. Student communicates assertively, i.e., actively and appropriately engages in dialogue or discussion; not afraid to provide his/her viewpoint.

19. Student is an active learner, i.e., seeks knowledge; asks questions; searches for information; takes responsibly for own learning.

20. Student is cooperative. i.e., non-argumentative; willing and helpful.

21. Student is diplomatic, i.e., is fair and tactful in all dealings with standardized patients, peers, TA’s, faculty, and staff.

22. Student “follows through” with responsibilities, i.e., if task is left incomplete or problem is not resolved, student seeks aid.

23. Student wears appropriate attire, i.e., adheres to dress code; as outlined in the course syllabus.

24. Student demonstrates confidence, i.e. acts and communicates in a self-assured manner, yet with modesty and humility.

25. Student demonstrates a desire to exceed expectations, i.e., goes “above and beyond the call of duty”; attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities.

Professionalism Points

Students who demonstrate professional behaviors such as punctuality and attendance in the
classroom are more likely to demonstrate these behaviors in the clinic and once employed as licensed PTAs. As a result, these professional habits must be expected in the classroom.

Verbal warning

Written warning

Upon receipt of 3rd written warning for any one or combination of issues with professionalism/breaking/not following of PTA Program policy → dismissed…unable to apply for re-admission???

PREP/Student Conference form/signed

Student receives a copy

Another copy maintained in file
READMISSION CRITERIA

Policy:

Students accepted to the PTA Program are guaranteed a seat only in the cohort to which they are admitted.

Once admitted, if a student does not meet the PTA Program progression requirements as outlined in the PTA Technical Courses Grading Standards and Program Progression Policy, the student must reapply to the PTA Program. Students who do not meet the PTA Program progression requirements for a course may reapply and be reaccepted only once to the PTA Program. Should a student not meet PTA Program progression requirements during a second attempt in the Program, he/she is not eligible to reapply for admission to the PTA Program a third time.

If a student withdraws for personal or medical reasons, he/she may request consideration for readmission to the subsequent cohort within one year of withdrawal so long as the student was in good standing upon withdrawal from the PTA Program. A student is considered to be in good standing if he/she has received no written warnings for professionalism and has not been on nor is eligible for academic probation (GPA of less than a 3.0 in PTA Program technical courses).

Students dismissed from the PTA Program due to inability to maintain a 3.0 GPA may request consideration for readmission to the subsequent cohort within one year of dismissal.

Students dismissed from the PTA Program due to receiving three written warnings for professionalism are not eligible to reapply for admission to the PTA Program.

Procedure:

1. Any student who has failed to progress within the PTA Program for reasons related to grading standards in PTA technical courses must type a letter to the PTA Program Director prior to submission of a new PTA Program application. In this letter, the student must acknowledge the barriers that prevented successful completion of the PTA technical course(s) in which the student had challenges. The student must also discuss the steps he/she has taken to overcome these barriers in order to have successfully complete the PTA Program if re-admitted. This letter is in addition to the materials required as part of the application process.
   a. Readmission is contingent upon the student completing the application process and meeting all admission criteria. Students must complete a new application, interview, on-site essay, and submit the application fee. If re-admitted to the PTA Program, students must complete new background checks and drug screens, at his/her expense.
      i. Completed observation hours, Work Keys scores (taken within the last two years), and previously received letter(s) of recommendation for the student’s previous application can be used again.
      ii. The student may also opt to submit new documentation of observation hours, and/or retake the Work Keys exam, and/or request and submit a new letter of
recommendation in an attempt to earn more points toward admission.

b. Applications from students re-applying to the PTA Program do not receive preferential treatment. Their applications are graded in the same manner as first-time applicants. Students whose applications earn the top 24 most points are offered admission to the PTA Program. See the Application Points System under the Application Process on the PTA Program website for more information.

2. If a student withdraws for personal or medical reasons but wants to join a currently admitted cohort, he/she contacts the PTA Program Director, in writing, requesting consideration for readmission to the subsequent cohort. Readmission is considered only in cases where the student withdrew within one calendar year of the written request and was in good standing prior to withdrawal.

a. After receipt of this written request, if space is available in the subsequent cohort and the student meets readmission criteria, the PTA Program Director contacts the student and schedules a meeting to include the student, the ACCE, and the Interim Associate Dean of Health Occupations. At the meeting, those attending create a plan for joining the existing cohort considering the timing within the course sequence. A Student Conference form is completed, printed, and signed by all in attendance.

b. If space is not available, the student must wait and join the next newly admitted cohort. Whether or not a new application is required is determined on a case-by-case basis.

3. In either circumstance, depending on which course(s)/semester the student failed to meet PTA Program progression requirements or withdrew from the Program, prior to rejoining the PTA Program, the student must demonstrate he/she has maintained the knowledge and skills previously learned and tested while the student was an active member of the previous cohort.

a. Students who failed to progress or who withdrew during the first fall semester, must re-take and earn at least a “C” (75%) in PTA110 Introduction to Physical Therapy in order to progress in the PTA Program.

b. For each PTA Technical course in which a student failed to meet progression criteria, the student must register for and successfully meet PTA Program progression requirements as outlined in the Grading Standards for PTA Program Technical Courses for those courses.

i. For each course a student successfully completed in the first spring semester during the student’s first time in the PTA Program, the student must schedule a time to take the comprehensive final exam and any lab practical examinations prior to the start of the semester.

1. Students are required to earn at least a 75% on the comprehensive final exam of any PTA Program technical courses successfully completed during the first attempt in the PTA Program. If the student does not earn a 75% on the comprehensive final exam, he/she must register for and repeat the course. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

2. Students are required to pass each subsection of each lab practical examination with a 75% to demonstrate competence with the tested skill. If the student does not earn a 75% on each subsection of each lab practical exam, he/she must register for and repeat the course. In order to progress within the PTA Program, the student must meet all progression criteria, even
when repeating courses previously completed successfully.

3. Students are required to pass each critical safety element of each lab practical with a score of “2” (on a 0-3 scale) to demonstrate a minimum required level of safety with the tested skill. If the student does not earn at least a “2” on each critical safety element of each lab practical exam, he/she must register for and repeat the course. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

c. Students who withdraw between first fall and spring semesters or during the first spring semester must register and successfully complete all first spring semester courses to progress in the PTA Program.
   i. Students must schedule a time to take the PTA110 Introduction to Physical Therapy comprehensive final exam and earn a 75% before the spring semester begins.
   ii. If the student does not earn a 75% on the comprehensive final exam, he/she must register for and repeat the course. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

d. Students who withdraw between spring and summer semesters or during the summer semester must schedule a time to take the comprehensive final exams from the spring PTA technical courses and earn a 75% on each before the summer semester begins. These students must also schedule a time to take the lab practical examinations for each of the spring semester courses and earn a 75% on each subsection of each practical exam AND score at least a “2” (on a 0-3 scale) on each critical safety element of each lab practical exam before the summer semester begins.
   i. A student must register for and repeat any course on which he/she does not earn a 75% on the comprehensive final exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.
   ii. A student must register for and repeat any course on which he/she does not earn a 75% on each subsection of the lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.
   iii. A student must register for and repeat any course on which he/she does not earn at least a “2” (on a 0-3 scale) for each critical safety element on each lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

e. Students who withdraw between the second summer and fall semesters or during the fall semester must schedule a time to take the comprehensive final exams from the spring and summer PTA technical courses and earn a 75% on each before the summer semester begins. These students must also schedule a time to take the lab practical examinations for each of the spring and summer semester courses. Students must earn a 75% on each subsection of each practical exam AND score at least a “2” (on a 0-3 scale) on each critical safety element of each lab practical exam before the fall semester begins.
   i. A student must register for and repeat any course on which he/she does not earn a 75% on the comprehensive final exam. In order to progress within the PTA Program, the student must meet all progression criteria,
even when repeating courses previously completed successfully.

ii. A student must register for and repeat any course on which he/she does not earn a 75% on each subsection of the lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

iii. A student must register for and repeat any course on which he/she does not earn a 75% on the comprehensive final exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

Students who withdraw between second fall and second spring semesters or during the second spring semester must schedule a time to take the comprehensive final exams from the first spring, summer, and second fall PTA technical courses and earn a 75% on each before the second spring semester begins. These students must also schedule a time to take the lab practical examinations for each of the first spring, summer, and second fall semester courses. Students must earn a 75% on each subsection of each practical exam AND score at least a “2” (on a 0-3 scale) on each critical safety element of each lab practical exam before the second spring semester begins.

i. A student must register for and repeat any course on which he/she does not earn a 75% on the comprehensive final exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

ii. A student must register for and repeat any course on which he/she does not earn a 75% on each subsection of the lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

iii. A student must register for and repeat any course on which he/she does not earn a 75% on each subsection of the lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

4. If a student is dismissed from the PTA Program due to the inability to maintain a 3.0 GPA in PTA Technical Courses, he/she may request consideration for readmission to the subsequent cohort within one year of dismissal. If the student wants to join the subsequent cohort, he/she contacts the PTA Program Director, in writing, requesting consideration for readmission into the subsequent cohort. Readmission is considered only in cases where the student withdrew within one calendar year of the written request.

a. After receipt of this written request, if space is available in the subsequent cohort and the student meets readmission criteria, the PTA Program Director contacts the student and schedules a meeting to include the student, the ACCE, and the Interim Associate Dean of Health Occupations. At the meeting, those attending create a plan for joining the subsequent PTA student cohort considering the timing within the course sequence. A Student Conference form is completed, printed, and signed by all in attendance.

b. If space is not available, the student must wait and join the next newly admitted cohort. Whether or not a new application is required is determined on a case-by-case basis.

i. Students who were dismissed due to inability to maintain a 3.0 GPA in PTA Technical courses must register and successfully complete any PTA
Technical courses from the previous semester in which the student earned a “C” in an effort to raise his/her GPA. These students must schedule a time to take the comprehensive final exams from any pre-requisite PTA technical courses and earn a 75% on each before the semester begins. These students must also schedule a time to take the lab practical examinations for each of the spring and summer semester courses. Students must earn a 75% on each subsection of each practical exam AND score at least a “2” (on a 0-3 scale) on each critical safety element of each lab practical exam before the fall semester begins.

ii. A student must register for and repeat any course on which he/she does not earn a 75% on the comprehensive final exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

iii. A student must register for and repeat any course on which he/she does not earn a 75% on each subsection of the lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

iv. A student must register for and repeat any course on which he/she does not earn at least a “2” (on a 0-3 scale) for each critical safety element on each lab practical exam. In order to progress within the PTA Program, the student must meet all progression criteria, even when repeating courses previously completed successfully.

5. Students dismissed from the PTA Program due to receiving three written warnings for professionalism are not eligible to reapply for admission to the PTA Program.
Policy:

It is the policy of the Physical Therapist Assistant (PTA) program to ensure the safety of any persons associated with the Program which may include, but are not limited to, faculty, staff, students, and visitors.

Procedure:

1. The Program Director, core faculty, or designee informs all individuals associated with the PTA Program of the program’s safety procedures.
   a. The PTA Student Handbook is available on the PTA Program website and is discussed during orientation. Students receive the Clinical Education Handbook prior to PTA150 Clinical Experience I in the summer semester after admission to the PTA Program.
   b. Faculty reviews safety policies and procedures for Jefferson College, the PTA Program, and Clinical Experiences with students.
   c. Each Clinical Facility and/or Site Coordinator of Clinical Education (SCCE) is emailed a Clinical Education Handbook and any updates thereafter via email.
   d. A current signed Clinical Affiliation Agreement exists between both Clinical Sites and Jefferson College containing responsibilities of all involved parties.
   e. A current signed Memorandum of Understanding exists for any off-campus experiences, not related to clinical experiences to enhance content presented within the curriculum.

2. All faculty, staff, students, and visitors promptly report all unsafe practices and/or conditions to the Program Director or faculty for corrective action. Each faculty and student is accountable for the maintenance of a safe environment for all faculty, staff, students, and visitors. All reports of unsafe practices and/or conditions are documented in a Jefferson College Incident Report and/or the PTA Program Incident/Injury Report.

I. Off-Campus Experiences

1. Off-Campus Experiences are planned learning experiences that are scheduled by program faculty and occur in clinical settings, facilities, agencies, and/or organizations not directly affiliated with Jefferson College. The experiences provide “real-world” observation or laboratory practice of activities not available in the PTA classroom or laboratory at
Jefferson College. Off-Campus Experiences are typically scheduled during the regularly scheduled class session, and may meet in place of the regularly scheduled class/lab.

Every attempt is made to schedule field trips during the regularly scheduled class session; however, due to the nature of clinics engaged in patient care, some Off-Campus Experiences may need to be scheduled at a time outside of normal class time. Students are expected to make every effort to attend and notify the instructor in writing if this is not possible. As a result, remediation and/or an extra assignment can be requested to cover material missed on the field trip.

2. Student-patient interaction is possible during Off-Campus Experiences. Depending on the nature of the off-campus experience, students may or may not be responsible for applying skills or interventions with patients/clients seen during these experiences. In some cases, the students may only observe a health care worker such as a physical therapist, physical therapist assistant, orthotist/prosthetist, or other skilled health care provider in the clinical setting during direct patient care.

3. Students often interact with equipment on off-campus experiences to include, but not limited to bariatric equipment, specializes gait and transfer equipment, ergonomic assessment and industrial rehabilitation equipment, pediatric equipment, isokinetic equipment, etc. Students are expected to practice only when instruction has completed and ask clarifying questions as needed to maintain safety. Any injuries that occur due to interactions with specialty equipment follow the reporting procedure described below.

4. Off-Campus Experiences do not include observations that occur outside of classroom/laboratory sessions in frequented and public facilities/community buildings such as grocery stores, department stores, personal homes, Jefferson College premises, etc., for the purposes of classroom assignments.

5. Program faculty are responsible for informing, in writing, the Interim Associate Dean of Health Occupations Programs of any scheduled Off-campus Experiences.

6. For each off-campus experience, PTA Program Students sign a Student Release of Liability for Off-Campus Experiences to waive liability for transportation of self and/or classmates to the off-campus experience.
7. During Observation Experiences/Off-Campus Experiences:
   a. Program faculty present are in charge and oversee the Off-Campus Experiences.
   b. Students are responsible for their own transportation to and from such experiences, specific to the site/agency being visited.
   c. Program faculty present are responsible for obtaining and applying safety procedures specific to the site/agency being visited. These may include, but not limited to: exit plans due to fire safety, severe weather procedures, and/or unusual occurrence.
   d. Program faculty present inform all students of the pertinent and applicable safety procedures of the facility necessary to maintain a safe experience during the Off-Campus Experiences.
   e. Program faculty and students are expected to demonstrate professional behavior and abide by Jefferson College Code of Conduct and standards at all times.

8. In the event of a student or faculty/instructor sustaining an injury or another incident occurring while participating in an Off-site Observation Experience/Off-Campus Experience, the following procedures are followed:
   a. If a student is injured, the student, or designee, notifies the supervising faculty/instructor immediately.
   b. The student and faculty/instructor completes a Jefferson College Incident-Injury Report form (See Appendix) as soon as possible after the incident/injury, but no later than twenty-four (24) hours after the incident/injury, and return the form to the PTA Program Director.
   c. If the student requires or wishes to receive medical care, he/she calls and visits his/her health care provider or the emergency department. It is recommended, but not required, that students maintain health insurance throughout their enrollment in the PTA Program. Students are financially responsible for any medical examinations and/or treatments the student may need while in the PTA Program.
   d. If a faculty member/instructor is injured while participating, the program faculty, or designee, notifies his/her supervisor immediately and follow Jefferson College’s policies and procedures for a work-related injury. This

Reviewed and Revised 7/16/18
includes completion of the Injury-Incident Report Form and submitting it to Human Resources.

e. Jefferson College Incident-Injury Report Forms and the PTA Program Incident Report Forms are used by the PTA Program to identify causes of injury and address any pertinent corrective action by the PTA Program or the student, or other corrective action/recommendation.

II. Clinical Education Experiences

1. Students are expected to abide by all policies and procedures outlined in the PTA Student Handbook and the Clinical Experience Handbook.

2. Students are expected to perform only skills as learned thus far in coursework and previously tested in applicable skills checks and practical examinations prior to placement in a Clinical Experience. Clinical Instructors are provided with a Clinical Experience Handbook which states what skills the student has learned prior to each Clinical Experience. If a Clinical Instructor expects or asks a student to perform a skill or intervention in which the student has yet to learn or demonstrated competency as assessed by Program faculty, the student recognizes that this direction to perform an intervention is beyond that which is appropriate for that student PTA at that point within the curriculum and disclosures of this information to his/her Clinical Instructor. Liability insurance that the college carries for each student does NOT cover incidents or injuries resulting from practice of a skill performed in the clinic that has not yet been learned, practiced, and/or tested in the classroom.

3. Students are expected to comply with all facility specific policies and procedures relating to safety of self and patients/clients. Such policies are reviewed by the CI and/or SCCE during the student’s orientation to the clinic.

4. Any concerns related to student safety and/or behaviors during Clinical Experiences are reported to the ACCE and documented using the forms identified in the Clinical Education Early Warning System found in the Clinical Experience Handbook.

5. In the event of a student sustaining an injury or another incident occurring while participating in a Clinical Experience, the following procedures are followed:
   a. If a student is injured while participating in a clinical experience, the student immediately notifies their Clinical Instructor (CI) and the ACCE.
   b. If the student is unable to notify the ACCE or PTA Program Director due to the nature of the injury, the CI or SCCE notifies the ACCE or PTA Program Director as soon as possible.

Reviewed and Revised 7/16/18
c. The student and/or CI are responsible for any facility-required reporting/documentation of the injury/incident. The CI provides the ACCE and all necessary personnel within the facility with appropriate documentation of the occurrence within 24 hours of the incident.
d. If the facility does not have an injury/incident form for documentation purposes, the student documents the incident using the PTA Program Incident-Injury Report Form. (See Appendix). This document is maintained in the student’s clinical education file.
e. If the student requires or wishes to receive medical care, he/she calls and visits his/her health care provider or the emergency department. It is recommended, but not required, that students maintain health insurance throughout their enrollment in the PTA Program. Students are financially responsible for any medical examinations and/or treatments the student may need while in the PTA Program.
f. Incident-Injury Report Forms are used by the PTA Program to identify causes of injury and address any pertinent corrective action by the student, clinical facility, or PTA Program.

6. Suspicion of a student under the influence of drugs or alcohol.
   a. If a Clinical Instructor suspects a student may be under the influence of drugs and/or alcohol, the ACCE is notified immediately.
   b. The PTA Program defaults to the policies and procedures of the clinical site at which the student is participating in the clinical experience.
   c. If no such policy exists, the ACCE, PTA Program Director, Interim Associate Dean of Health Occupations, and the Vice President of Student Services decides how to proceed to ensure safety of all individuals involved on a case by case basis.
   d. Disciplinary action, up to and including failure of the clinical experience and/or dismissal from the PTA Program, without the possibility of the readmission can result.
Policy: It is the policy of the Physical Therapist Assistant Program to ensure the safety of persons associated with the program which includes, but is not limited to, faculty, staff, students, and visitors.

Safety Policy Statement: A high priority of the PTA Program is to ensure the safety of all students and all those associated with the PTA Program during all classroom and laboratory sessions. Students in the PTA Program are to become familiar with campus security procedures by the Police tab located on the far right under the student’s My Jeffco account. In the event of an on-campus incident, the instructor/faculty notifies the appropriate persons to report and document as required.

I. GENERAL PTA PROGRAM SAFETY GUIDELINES
1. Adhere to all Jefferson College safety policies.
2. Request additional help in lifting or transferring heavy or awkward objects, materials and supplies. Use proper body mechanics, as taught in curriculum, at all times including when lifting, pushing and pulling.
3. Use all equipment only for its intended use.
4. Report all defective equipment to the Program Director/Program Faculty who then notifies the Biomedical Technician or Maintenance with a work order for repair.
5. Remove malfunctioning/defective equipment from service; identify it as not in working order and notify the PTA Program faculty.
6. All exits shall be identified as such, and are accessible. Doorways shall remain unobstructed and fire doors shall be free from obstructions.
7. Storage areas will be kept neat, organized, and orderly.
8. Shelving, files and heavy equipment are properly anchored and secured to prevent tipping or falling.
9. Hazardous substances are stored and disposed of in accordance with label and Material Safety Data Sheets (MSDS) instructions. If applicable, copies of the MSDS are available for all hazardous substances in the work areas where they are used.
10. All areas of faculty, staff, students and visitor traffic are kept free of obstructions, wires or cords, with all exposed cords appropriately secured and maintained.
11. Any visitor to the PTA Program is expected to behave in a manner that is considerate of Jefferson College faculty and staff, pose no threat to faculty or staff and comply with the safety policies and procedures of Jefferson College. Visitors not willing to comply with safety policies and procedures are asked to leave the premises.

Last reviewed 12/4/13
12. Campus Police are to be notified immediately to assist with suspicious persons or visitors unwilling to follow Jefferson College policies.

13. Name tags will be worn by Jefferson College’s PTA Program faculty.

14. Program faculty follow the College’s locking procedures for the PTA lab and offices.

15. Students are assigned a locker they may use throughout the duration of the PTA Program. Students are responsible for providing a lock for the locker. PTA Program and Jefferson College faculty and staff are not liable nor responsible for loss or damage to any items students store in their assigned lockers.

II. PTA LAB (CTE 164)

The PTA Lab area is an important learning area. Students are encouraged to seek opportunities to expand their skills through the safe use of the lab. To ensure safety and respectful use of the lab and equipment, the following policies have been identified:

1. Students are responsible for their own safety and must disclose if they have any medical condition, physical restriction, injury, or inability to complete a skill or intervention of a strenuous nature in lab. Students should inform faculty and lab partner prior to attempting the skill or intervention.

2. Students are not to be in the PTA lab without program faculty knowledge. PTA Program faculty should be within immediate access while students are practicing in the lab.

3. All equipment is to be treated with respect. Any malfunction or safety concerns are to be reported immediately to program faculty. Place a “do not use” sign with the date on the equipment until the equipment can be assessed by program faculty and a biomedical technician.

4. All equipment is to be turned off, unplugged, and returned to its proper location after use.

5. All students are responsible for keeping the lab neat, clean, and in order.

6. Tables and mats are to be sprayed with an approved cleaning agent and wiped with a cloth or use a disinfecting wipe after lab learning experiences.

7. Only “dirty” linens are placed in dirty linen containers. Students are encouraged to reuse linens for their own use until soiled. Linens are not used by multiple students or reused if the student is ill. PTA faculty wash linens as needed in onsite laundry room.

8. Students are not to have food/drink present during lab time. Enclosed water bottles are acceptable for longer classes. Eating between classes, or during lecture is acceptable but area must be cleaned up and trash disposed of prior to leaving.
9. No equipment or supplies can be removed from the lab without written permission.
10. Students who are given written permission to use equipment or supplies outside of the lab area are required to “sign-out” the equipment and become responsible and financially liable for the equipment should it not be returned in the condition in which it was loaned.
11. No children or guests are allowed in the lab area unless permission is obtained from the instructor.
12. Students are to limit their in-lab practice to skills and interventions that have been previously learned in class and demonstrated under the supervision of the instructor. Students are NOT allowed to attempt or practice skills not yet taught or achieved a completed a Skills Check.
13. Students who have passed a particular Skills Check may be asked to supervise and demonstrate techniques on other classmates during class or open lab sessions.
14. Prior to potential exposure to any bodily fluids, students view the Bloodborne Pathogens training video and complete a quiz.
15. Each faculty member and student is to follow universal precautions when patient contact, student contact, or educational situation requires it.
   a. Faculty/students must wear gloves when handling body secretions.
   b. Faculty/students must wear appropriate personal protective equipment, including gowns and/or protective face device when the possibility of splash/spill of body secretions exists.
   c. Faculty/students must demonstrate proper hand-washing techniques.
17. The PTA lab is for student use. Practice sessions may be scheduled outside of regular hours by pre-arrangement with the course instructor. If students are using the lab outside of classtime, a PTA Program faculty member must be within the immediate vicinity of the lab. Students using the lab for practice are responsible for cleaning up when finished.
18. All equipment in the PTA lab receive calibration services, electrical safety checks, and/or preventative maintenance annually, or as needed. The results of all safety checks as well as a log with the service dates is maintained in an equipment binder in the PTA PD’s office.
III. INCIDENT/INJURY

1. Faculty, staff, students, and/or visitors within the PTA Program:
   a. Faculty/staff must inform visitors of their rights and responsibilities prior to participating in any learning experience. The Human Subject Waiver form must be signed by all participants and is maintained in a file in ACCE’s office.
   b. In the event of a visitor sustaining an actual or possible injury while on Jefferson College property within the PTA Program, the instructor is immediately notified, and a PTA Program Injury/Incident report is completed.
   c. In the event of a student sustaining an actual or possible injury while participating in activities associated with the PTA Program, a PTA Program Incident/Injury report is completed. The student is encouraged to make any necessary follow up appointments with his/her physician.
   d. In the event of a faculty member sustaining an actual or possible injury while participating in activities associated with the PTA Program, a PTA Program Incident/Injury report is completed. As needed, any documentation needed in relation to the injury is completed in the Human Resources Department. Any further follow up proceeds based directions given by Human Resources in compliance with Workman’s Compensation rules of procedure. Campus Police should be contacted to assist in the investigation of any visitor, student, or faculty member requiring immediate medical attention.

IV. Emergency Management Plan

Emergency Procedures
This is a ready-reference guide to direct the efforts of Jefferson College personnel and students in the effective management of emergency situations. This guide is designed to contain the primary elements necessary for effective intervention and follow-up for selected common emergencies that may arise at Jefferson College.

Emergency Preparedness: Quick Response Guide
Emergencies, disasters, accidents, injuries and crimes can occur without warning. The Emergency Procedures have been developed to assist in minimizing the negative effects from such events. Please read this guide thoroughly to become acquainted with the contents, and keep available for immediate reference.
On-Site Emergency Services

9-1-1 dispatches to Campus Police
Campus Police (non-emergency), 636-481-3500 or ext. 3500

Internal Communications Ability

Experience indicates that during a crisis the local telephone and cellular lines of communication are overloaded and not accessible. Consider alternatives such as a cellular phone with preprogrammed numbers and two way radios.

The telephone is the primary means of emergency notification. The following designated phone number; ext. 3500 from on-campus phones is designated for the immediate transmission of specific information regarding an on-campus emergency to all affected areas of the campus. From facility phones, dial 9 to access an outside line.

Jefferson College Emergency Preparedness: Quick Response Guide is located in the PTA Program Laboratory Classroom and secretary’s office for immediate reference, guidance and campus and community emergency phone numbers.

Medical Emergency

1. Call 9-1-1 and then call extension 3500.
2. Stay calm and carefully explain the problem and location.
3. Be prepared to give the following information:
   - Your name
   - Building name and room number
   - Type of injury(ies)
   - The location of the injured person(s) if different than your location
4. Do not hang up until told to do so.
5. Provide first aid care only to the extent of your training.
6. Stay with the victim until help arrives.
7. A written report will be filed by the Campus Police.
NOTE: Defibrillator and First aid kits are located in the CTE 137B Faculty Lounge.
Personal Threat or Assault

Personal threat or assault includes threatening behavior that is deemed threatening or harmful by another individual.

Stalking:
1. Call 9-1-1 and seek the safety of others.
2. Do not confront stalker.
3. Take note of physical characteristics and other identifiers that you can report to Public Safety.

Assault:
1. Call 9-1-1.
2. Be prepared to give the following information:
   - Your name
   - Building name and room number
   - Type of injury(ies)
   - The location of person(s) who committed the assault

Civil Disobedience (Riot, Demonstration, Etc.)

1. Call 9-1-1.
2. Avoid provoking or obstructing demonstrators.
3. Secure your area.
4. Avoid area of disturbance.
5. Continue with normal routines as much as possible.
6. If the disturbance is outside, stay away from doors and windows. **STAY INSIDE.**
7. Prepare for evacuation or relocation.

Major Accidents

Aircraft Accident:
**If you witness an aircraft accident:**
1. Call 9-1-1.
2. Notify the operator of the accident location and if any campus structures are affected.
3. Evacuate the building if smoke from the crash scene moves in your direction.
4. **DO NOT** approach a downed aircraft.
Motor Vehicle Accident:
If you witness a motor vehicle accident involving injuries:
1. Call 9-1-1.
2. Advise the operator of the number of injured and their injuries.
3. Look for hazards that could affect you or responding emergency personnel (fuel, chemicals, etc.) and report them to the 9-1-1 operator.
4. Do not attempt to move the injured unless it is more dangerous to leave the injured where they are, i.e. car fire.
5. Attempt to keep the victims calm and reassure them that assistance in on the way.
6. Remain on the scene until released by paramedics and police.

Criminal Activity

If you observe a crime in progress:
1. DO NOT approach or attempt to apprehend the person(s) involved.
2. Call 9-1-1 and report the following:
   - What is the person doing?
   - How many people are involved?
   - Where is it happening?
   - Physical and clothing description of those involved
   - Are weapons involved?
   - Vehicle description and license plate number, if a vehicle is involved.
   - Direction of travel if known.
   - Has anyone been injured?

Remain on the phone with 9-1-1 until Campus Police arrive or until you are advised to hang up.

Suspicious Package/Object

If you receive or discover a suspicious package or object, DO NOT TOUCH IT, TAMPER WITH IT OR MOVE IT.

Immediately Dial 9-1-1 to report it to the Police

Be cautious of:
- Foreign mail, air mail and special deliveries
- Restrictive markings such as “confidential” or “personal”
- Excessive postage
- Handwritten or poorly typed address
- Incorrect titles
- Misspellings of common words
Physical Therapist Assistant Program

Policy and Procedure:
Safety With On-Campus Educational Experiences

- Oily stains or discolorations on package
- Excessive weight
- Rigid, lopsided or uneven envelopes
- Protruding wires or tinfoil
- Excessive tape or string
- Visual distractions
- No return address

**Bomb Threat**

**By Telephone:**
1. DO NOT HANG UP.
2. Remain calm
3. Take the caller seriously.
4. Ask a lot of questions, using the checklist below as a guide.
5. Have a co-worker call 9-1-1.

**Bomb Threat Checklist**

**Ask:**
- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode
- Did you place the bomb? Why?
- What is your address?
- What is your name?
- Exact wording of threats…

**Caller’s Voice:**

<table>
<thead>
<tr>
<th>Calm</th>
<th>Nasal</th>
<th>Slow</th>
<th>Raspy</th>
<th>Loud</th>
<th>Angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stutter</td>
<td>Excited</td>
<td>Rapid</td>
<td>Deep</td>
<td>Soft</td>
<td>Laughter</td>
</tr>
<tr>
<td>Normal</td>
<td>Disguised</td>
<td>Distinct</td>
<td>Crying</td>
<td>Accent</td>
<td>Deep Breathing</td>
</tr>
<tr>
<td>Slurred</td>
<td>Lisp</td>
<td>Ragged</td>
<td>Cracked</td>
<td>Familiar</td>
<td>Clearing Throat</td>
</tr>
</tbody>
</table>
Physical Therapist Assistant Program

Policy and Procedure:
Safety With On-Campus Educational Experiences

If Known:
Name of caller  Male/Female  Approx. Age  Race
Time    Date
Number from which call originated.  Number at which call was received.

Background Sounds:
Street Noises  Factory Machinery  Animal Noises  Other Voices
PA System  Static  Music  Long Distance
House  Motor  Office Machinery

Earthquake

If inside:
1. **STAY THERE,** Do not run outside.
2. **DO NOT USE ELEVATORS**
3. Take cover underneath a desk or table, protecting your head and neck.
4. Stay away from windows and objects that could fall on you.
5. Help direct persons with special needs, if required.
6. Persons with wheelchairs should lock brakes.

If outside:
1. Run to an area away from trees, buildings, walls, and power lines.
2. Drop to your knees and get into a fetal position
3. Close your eyes and cross your arms over the back of your neck for protection.
4. Stay in a fetal position until the shaking stops.

After shaking stops:
1. Do not use regular or cellular telephones **EXCEPT** to report serious injuries.
2. Assist in the building evacuation of persons with special needs, if safe to do so.
3. Be prepared to evacuate if instructed to do so.
4. Building Contacts and Campus Police will provide instructions for immediate action by means of door-to-door alerting, vehicle loud speakers, fire alarms, or bull-horns.
5. Do not enter any building that is deemed or looks unsafe.

Hazardous Materials Incident

Only trained and authorized personnel are permitted to respond to hazardous materials incidents.
For a major-hazardous spill or leak:
1. Activate the nearest fire alarm.
2. Immediate evacuate the area, closing doors behind you.
3. Do not attempt to clean up the spill yourself.
4. Provide clean-up/rescue personnel with appropriate Safety Data Sheets (SDS) and other pertinent information.
5. Follow the directions on the MSDS.
6. Call 9-1-1 to report additional information for first responders.

Evacuation
In advance of an emergency, determine the nearest exit to your location and the best route to follow. In most emergencies, complete evacuation of the campus is not necessary. If, however, there is a major hazardous materials release, flood, or other MAJOR incident, it may be necessary to relocate all College personnel to a safer location.

If time permits during evacuation: Secure your workplace and take personal items.

Evacuation from a building:
(Emergency instructions and a map are located by the classroom and laboratory exits)
1. **Walk, do not run.**
2. Do not use elevators.
3. If safe to do so, assist people with special needs as indicated by that person, or direct to the nearest stairwell, and contact Campus Police for assistance with location.
4. Gather outside at a designated staging area. There your supervisor will take roll and account for all personnel.
5. If you cannot return to your building, wait for instructions from Campus Police or other organization in charge.

“In place” evacuations:
1. In some instances, it is safer to evacuate “in place” than it is to leave a building, for example:
   • Smoke or fire is immediately outside your room
   • Live electrical wires bar access to the exit
   • Individuals with mobility disabilities are on upper or below ground floors.
2. If the hazard is fire or smoke, see “Fire” section of this guide.
3. If the hazard causes elevators to become inoperative (fire alarm sounds),
   • If safe to do so, go to the nearest stairwell and tell someone who is evacuating to notify emergency personnel of your location and that you are unable to evacuate the building, and/or
   • Call 9-1-1 and tell them your name, your location, that you are unable to evacuate, and why you are unable to evacuate the building. Follow directions of the 9-1-1 operator.
Fire

If you discover fire on your floor:
1. Manually activate the fire alarm system.
2. If safe to do so, immediately exit the building, closing doors behind you (DO NOT USE ELEVATORS).
3. Call 9-1-1.

Once fire alarm is activated:
1. Walk to the nearest exit. (DO NOT USE ELEVATORS)
2. Assist persons with special needs.
3. Notify Campus Police or fire personnel if you know or suspect someone is trapped inside the building.
4. Gather outside at a designated assembly area, and do not attempt to re-enter the building until instructed to do so by Campus Police or firefighters.

If trapped in a room:
1. Wet and place a cloth material around or under the door to prevent smoke from entering the room.
2. Close as many doors as possible between you and the fire.
3. Be prepared to signal to someone outside, but DO NOT BREAK GLASS until absolutely necessary (outside smoke may be drawn into room).

If caught in smoke:
1. Drop to hands and knees and crawl toward exit.
2. Stay low as smoke will rise to ceiling level.
3. Hold your breath as much as possible.
4. Breathe shallowly through nose and use a filter such as a shirt or towel.

Fire extinguisher instructions:
1. Pull safety pin from handle.
2. Aim at base of fire.
3. Squeeze the trigger handle.
4. Sweep from side to side at base of fire.
   NOTE: Fire extinguisher video training is available on the Campus Police webpage.
Physical Therapist Assistant Program

Policy and Procedure:
Safety With On-Campus Educational Experiences

Severe Thunderstorm

Know the location of the nearest safe area in your location! The weather is constantly monitored by the staff at the Campus Police Department and during business hours also at the Buildings and Grounds Office. Any weather related concerns will be relayed via text alerts, Alertus Warning System, email announcements and all other means available as they become apparent. Severe weather procedures will be implemented appropriate to weather conditions and announcement direction.

Severe Thunderstorm Watch:
Conditions are right for a severe thunderstorm. Continue with normal activities, but continue to monitor the situation.

Severe Thunderstorm Warning:
Severe thunderstorms are occurring. Be prepared to move to a place of shelter if threatening weather approaches.
1. Remain indoors and away from windows until the severe storm passes.
2. If large hail begins to fall, seek immediate shelter.
3. Report any injury(ies) and damage by calling 9-1-1 and extension 3500.
4. Be prepared to give the following information:
   • Your name
   • Building name
   • Type of injury or damage
   • The location of any injured person(s) or building damage
   • Room number you are calling from

Tornado

Tornado Watch:
Conditions are right for a tornado. Continue with normal activities, but continue to monitor the situation.

Tornado Warning:
Radar or weather spotters have identified a tornado.

During a tornado warning take the following actions:
1. SEEK IMMEDIATE SHELTER (Individuals with disabilities: follow the same procedures), in the safe areas designed in your location.
2. Stay away from outside walls, exterior doors, and glass windows or partitions. AVOID HALLWAYS!
3. Do not open windows.
4. In a vehicle:
   - Get out and seek shelter in a nearby well-built structure.
   - If you cannot find a well-built structure nearby, seek out a ditch or ravine, which can offer some protection.
   - Lay prone; face down, with your hands covering your head.
5. After the all clear, leave badly damaged buildings, if it is safe to do so.
6. Elevators may not work in damaged buildings (the electrical power may be out or there may be damage to the elevator equipment).
7. If you are surrounded by debris, be aware that removing some of it can cause other debris or part of the building to collapse.
8. If it is not safe or possible to leave the area, stay there until assisted out.
9. Do not attempt to return to the building unless directed to do so by Campus Police personnel. Do not attempt to turn on or off any utilities or other equipment.
10. Report all injuries and damage to 9-1-1 and then Campus Police at extension 3500.
11. Be prepared to give the following information:
   - Your name
   - Building name
   - Type of injury or damage
   - The location of any injured person(s) or building damage
   - Room number you are calling from

**Active Shooter Incident**

**Exit the building immediately.**
When you become aware of the incident, move away from the immediate path of danger and take the following steps:
1. Notify anyone you may encounter to exit the building immediately.
2. Evacuate to a safe area away from danger and take protective cover.
3. Stay there until assistance arrives or the area is no longer safe.
4. Call 9-1-1 and provide the dispatcher with the following information:
   - Your name
   - Location of incident
   - Number of shooters (if known)
   - Identification or description of shooter(s)
   - Number of persons who may be involved
• Your location
• Injuries to anyone (if known)

Individuals not immediately impacted by the situation are to take protective cover, staying away from windows and doors until notified otherwise.

If you can not exit the building:
If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:
• Go to the nearest room or office
• Close and lock the door, if possible
• Turn off the lights
• Seek protective cover
• Keep quiet and act as if no one is in the room
• Do not answer the door
• Call 9-1-1 if it is safe to do so

Hostage incident:
In the event of a hostage action against anyone at Jefferson college:
1. Call 9-1-1.
2. If possible, evacuate the area where the event is taking place.
3. Avoid panic in the area.
4. Advise as many people as possible of the situation so that they can avoid the area too.
5. Make careful mental notes of as much factual information as possible. This should include information like:
   • Location of incident
   • Number and identity of hostages and/or perpetrators.
   • Type and number of weapons or communication devices that are apparent.
   • As much descriptive information as possible concerning the perpetrators.
When police arrives on scene, they will assume on-scene command of the situation and will direct all actions to counter the threat.

Utility Failures
During regular business hours – report any utility failure to Building and Grounds by dialing 636-797-3000, extension 3505. After hours/weekends & holidays – report any utility failure to Campus Police at 636-797-3000, extension 3500.
Be prepared to provide the following information:
- Your name
- Phone number where you can be reached
- Building name and room number
- Nature of the incident
- Floor(s) or area affected

**Power Outage:**
In case of a major, campus wide power outage:
1. Remain calm.
2. If evacuation of a building is required, see “Evacuation” section.
3. Laboratory personnel should secure all experiments and unplug electrical equipment prior to evacuating. All chemicals should be stored in their original locations. Provide natural ventilation by opening all windows and/or doors if outside temperature are above 45 degrees. If this is not possible, or natural ventilation is inadequate, evacuate the laboratory until power is returned.
4. Do not light candles or other type of flame for lighting.
5. Unplug all electrical equipment and turn off light switches.
6. Evacuate the building using the stairs.

**If people are trapped in an elevator:**
1. Tell passengers to stay calm and that you are getting help. Instruct passengers to pick up emergency phone so they can provide information to the emergency responders.
2. Call 9-1-1 and provide information.
3. Stay near passengers until Campus Police or other assistance arrives, provided it is safe to stay in the building.

**Steam leaks:**
1. If the steam lead is inside a building, evacuate the area and close the door behind you.
2. A steam leak may cause the building’s fire alarm to sound. Even if you have ascertained the problem is a steam leak, exit the building immediately.

**Water leaks/flooding:**
In the event of water leaks, try to contain the leakage in a container to minimize damage or safety hazards. If it is a significant water leak, avoid the areas where water has accumulated, and wait for help. Water makes an excellent conductor of electricity; thus electric shock is a strong possibility.
SMOKING POLICY

Policy:

Students of the PTA Program are members of the American Physical Therapy Association (APTA), the professional association for those involved in the physical therapy profession. As a result, students are expected to demonstrate the values of duty and social responsibility and lead by example in the realm of health and wellness. Therefore, they are seriously discouraged from smoking.

Procedure:

Jefferson College is a non-smoke-free and tobacco-free campus. In order to promote health and safety, while maintaining the cleanliness of college property, all Jefferson College campuses are smoke-free/tobacco-free environments under a policy adopted by the Board of Trustees in June 2013. The Policy is available on the Jefferson College webpage.

“The use of tobacco and all smoke-related products (including cigarettes, cigars, pipe tobacco, smokeless/chewing tobacco, electronic cigarettes, herbal smoke products, hookahs, and beedies) is restricted to inside personal vehicles. The policy pertains to all students, faculty, staff, other employees, contractors, performers, and visitors. Those who violate the policy are subject to a $25 fine.”

If a student requires assistance to quit smoking, faculty and/or campus resource specialists help the student access available resources to quit smoking. All PTA students who are smokers must disclose this habit to the PTA Program faculty on the medical history form completed during PTA Student Orientation. Some clinical sites do not allow smokers at the facilities or near patients. While on clinical experiences, students must adhere to the facility’s smoking policy. While on campus, students must adhere to the institution’s smoking policy described in the above paragraph.
SOCIAL MEDIA GUIDELINES

Policy:

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, wikis, and clouds. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google, Flicker, Instagram, and Snapchat.

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing students to succeed in their Physical Therapist Assistant (PTA) career endeavors. The PTA Program is committed to ensuring that all faculty/staff/students who utilize social media technology for professional purposes do so in a safe and responsible manner.

These Social Media Guidelines provide general guidance regarding recommended practices for social media communication, but do not cover every potential social media situation. As these Guidelines address rapidly changing technology, the PTA Program will regularly revisit these Guidelines and will update them as needed.

Procedure:

1. The PTA Program faculty/staff/students are encouraged to maintain separate e-mail accounts, one personal and one professional. Faculty/staff/students are not to use their Jefferson College e-mail address as a login/user name for personal social media websites.

2. In order to maintain a professional and appropriate relationship with students, Jefferson College faculty and staff associated with the PTA Program do not communicate (“friend,” “follow,” “comment,” and/or “post” messages) with students who are currently enrolled in the Jefferson College Physical Therapist Assistant (PTA) program via social media platforms. This provision is subject to the following exceptions: (a) communication with relatives (b) if an emergency situation requires such communication, in which case the PTA Program faculty/staff members should notify his/her supervisor of the contact as soon as possible (c) participation in the Jefferson College PTA Program private Facebook page.

3. PTA Program faculty/staff/students exercise caution and common sense when using personal social media sites following these recommendations:
   a. Use appropriate privacy settings to control access to personal social media sites. Be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. As a result, faculty and students have an individualized responsibility to understand the rules of the social media site being utilized.
   
   b. PTA Program faculty/staff/students should not “tag” photos of other faculty and staff members, students, volunteers, contractors, or vendors without the prior
permission of the individuals being tagged.

c. Personal social media use, including off-hours use, has the potential to result in
disruption at school and/or the workplace, and can be in violation of Jefferson
College/PTA Program policies.

d. The posting or disclosure of personally identifiable student or patient information
or confidential information via personal social media sites is strictly prohibited.

e. PTA Program faculty/staff/students may not use the Jefferson College’s or PTA
Program’s logo in any postings and may not link to the College’s or Program’s
website or post College or Program material on any personal social media sites
without permission from the proper authority within the institution. However,
“Sharing” information on one’s personal wall from the Jefferson College PTA
Program private Facebook group or from Jefferson College’s GoJeffco Facebook
page is allowed.

f. In addition to the offenses listed above, the behaviors listed below are also
discouraged. Violations of these guidelines may be considered unprofessional
behavior and may be grounds for disciplinary action including a verbal and/or
written warning for professionalism. Potential employers, clinical instructors,
scholarship committees may search social networking sites to screen
applicants/students. Therefore, please use common sense and do not:

i. Display vulgar language.

ii. Display language or photographs that imply disrespect for any individual or
group because of age, ancestry, color, creed, disability, genetic
information, marital status, national origin, race, religion, sex, gender
identity or expression, sexual orientation, or veteran status.

iii. Present personal photographs or photographs of others that may reasonably
be interpreted as condoning irresponsible use of alcohol, substance abuse,
or sexual promiscuity, or illegal activities including use of recreational
drugs.

iv. Post potentially inflammatory or unflattering material on another
individual’s website (e.g. on the “wall” of an individual’s Facebook page).

v. Post potentially inflammatory or unflattering material about Jefferson
College or its representatives.

vi. Post information regarding school administration, program faculty/staff,
clinical sites, clinical instructors, patients, caregivers, or other healthcare
professionals.

4. In posting information on social media sites, PTA faculty/staff/students may not present
themselves as an official representative or spokesperson of Jefferson College or any of
its affiliate organizations. If a PTA faculty/staff/student publishes content related to the
College or the Program, then the PTA faculty/staff/student is required to post his/her
identity and a disclaimer, such as “The views expressed in this post are my own and not
necessarily those of Jefferson College or its affiliate organizations.” Violations of these
suggested guidelines may be considered unprofessional behavior and may be grounds
for disciplinary action.

5. In the professional role as a member of the healthcare team, in accordance with
HIPAA, PTA faculty/staff/students may not “post” or “upload” to any social media
website the personal health information of other individuals, photographs and videos
(such as pre/post or before/after photos/videos), or other personal information,
including, but not limited to, demographic information, diagnosis, date of evaluation, or
type of treatment as this information may be used to identify the individual. Also,
removing an individual’s name to “protect” his/her identity does not constitute proper de-identification of said individual. Violations of these suggested guidelines may be considered unprofessional behavior and may be grounds for disciplinary action to include a verbal and/or written warning for professionalism.

6. While engaging in social media, all PTA Program faculty/staff/students are expected to follow the College’s Board Policies, Student Conduct Code, Agreement for Success, and the American Physical Therapy Association’s (APTA) Core Documents in regard to ethics, professional conduct, and professionalism.
TECHNOLOGICAL DEVICES

Policy: Depending on its use, technology can either help or hinder learning. The PTA Program faculty support the use of technology to reduce paper waste and to provide an additional resource for learning content and practicing skills taught within the PTA Program.

In February 2017, The Board of Trustees for Jefferson College approved a policy on Classroom cell phone use which states: “It shall be the policy of the Board of Trustees to recognize that students, as members of a learning community, have a responsibility to other students who are members of the community. Further, this policy stipulates that Jefferson College prohibits the use by students of cell phones or similar communication devices during scheduled classes.”

Procedures:

All ringers and alerts on mobile devices are to be turned off or to vibrate during all classroom, laboratory, and clinical experiences. In special circumstances, if a student is expecting phone call, the student is required to inform the instructor before class and keep phone set to vibrate. If the expected phone call comes during class or lab, the student is expected to quietly leave the classroom to take the call. Students whose mobile devices ring or who accept phone calls during class without prior permission, receive an immediate verbal warning from the course instructor as this disrupts class and distracts the other students.

Use of an iPad, EReader, and/or laptop is allowed only for use of accessing required PTA Program textbooks in eBook version or for taking notes. Any student caught using such devices for any other reason(s) are asked to turn off the device for the remainder of class and receives an immediate verbal warning from the course instructor as such actions distract from the student’s learning and can be distracting to other students sitting nearby. The student must meet with the Program Director to obtain permission for use of the technology in subsequent classes. Until the student meets with the Program Director, the student forfeits the ability to use the device in class or lab.

After the verbal warning, if a student continues to not use his/her mobile device, iPad, EReader, and/or laptop per policy, he/she is required to meet with the Program Director, who issues a written warning for professionalism. A third written warning for breaking any PTA Program policy or combination of PTA Program policies results in immediate dismissal from the PTA Program and inability to apply for readmission.

Students may ask an instructor’s permission to audio or video record a lecture or a demonstration of a skill in lab. Any audio and/or video recordings may be shared among the class through email, private Facebook group, or posted on Blackboard. Under not circumstance can audio and/or video recordings of class or lab ever be shared with the public such as on through any public forum on the internet (You Tube), cloud, etc. An institutional video camera, in place for educational purposes, may be used on occasion to record lectures and/or labs.
All personal mobile devices, iPads, EReaders, and/or laptops must be off and out of reach during all written, computerized, and lab practical examinations.

**During Clinical Experiences:**
In accordance with healthcare policies, appropriate cell phone usage during clinical hours is meant to: enhance communication between interdisciplinary staff; research best practices in rehabilitation for your patient; assist in the completion of standardized tests through the use of timers, metronomes, and apps; monitor your patient’s response to exercise; communicate information regarding your patient to supervisors; assist in communication regarding coverage of work schedules, and similar patient-centered activities. Inappropriate cell phone usage during clinical hours includes: outside conversations with friends, family, or others unrelated to the care of your patients; online shopping; accessing social media websites to check on social events, news, happenings with friends, and similar activities. The student is expected to only use his/her cell phone appropriately to enhance patient care. It is the responsibility of the student to inform his/her CI if he/she is expecting an important phone call/message related to urgent family/work concerns and request permission to keep phone nearby on vibration mode in order to receive the message. It is the responsibility of the CI to address the student immediately by giving one verbal warning if inappropriate cell phone usage is observed. Refer to the appendix for guidelines stated in the PTA Program Policy and Procedure: Clinical Education Early Warning System to address issues with this behavior.
# Appendix A: Curriculum Sequence

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Summer I)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO211 or PTA100</td>
<td>Anatomy &amp; Physiology I, or Anatomy and Physiology I for Physical Therapist Assistants</td>
<td>4-5</td>
</tr>
<tr>
<td>ENG101 or ENG102</td>
<td>English Composition I or II</td>
<td>3</td>
</tr>
<tr>
<td>COL100, COL101, COL136</td>
<td>Introduction to College: Strategies For Success</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**SEQUENCE**

**First Semester (Fall I)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Fall I)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO212 or PTA105</td>
<td>Anatomy &amp; Physiology II or Anatomy and Physiology II for Physical Therapist Assistants</td>
<td>4</td>
</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PTA110</td>
<td>Introduction to Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>MTH110/MTH121</td>
<td>Introductory Algebra or Technical Math I or higher</td>
<td>3</td>
</tr>
<tr>
<td>CIS125, EDU205</td>
<td>Computer Proficiency (Met by exam or coursework)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

15-17

**Second Semester (Spring I)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Spring I)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY205</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>COM100</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PTA112</td>
<td>Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>PTA114</td>
<td>PTA Tests and Measures</td>
<td>2</td>
</tr>
<tr>
<td>PTA116</td>
<td>Principles of Therapeutic Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PTA120</td>
<td>PTA Principles and Procedures I</td>
<td>3</td>
</tr>
</tbody>
</table>

15

**Summer Semester (Summer II)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Summer II)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO245</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PTA130</td>
<td>Professional Conduct and Communication</td>
<td>2</td>
</tr>
<tr>
<td>PTA140</td>
<td>Neuromotor Development</td>
<td>2</td>
</tr>
<tr>
<td>PTA150</td>
<td>Clinical Experience I</td>
<td>2</td>
</tr>
</tbody>
</table>

9

**Third Semester (Fall II)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Fall II)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC102/HST103</td>
<td>US &amp; MO Gov’t &amp; Constitutions or US History I</td>
<td>3</td>
</tr>
<tr>
<td>PTA245</td>
<td>Pathological Implications in Rehabilitation</td>
<td>2</td>
</tr>
<tr>
<td>PTA210</td>
<td>Physical Agents</td>
<td>3</td>
</tr>
<tr>
<td>PTA220</td>
<td>PTA Principles and Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>PTA240</td>
<td>PTA Principles and Procedures III</td>
<td>3</td>
</tr>
<tr>
<td>PTA250</td>
<td>Clinical Experience II</td>
<td>2</td>
</tr>
</tbody>
</table>

16

**Fourth Semester (Spring II)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>Prerequisites (Spring II)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA260</td>
<td>PTA Principles and Procedures IV</td>
<td>3</td>
</tr>
<tr>
<td>PTA270</td>
<td>PTA Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PTA280</td>
<td>Clinical Experience III</td>
<td>4</td>
</tr>
<tr>
<td>PTA285</td>
<td>Clinical Experience IV</td>
<td>4</td>
</tr>
</tbody>
</table>

13

TOTAL 76-81
Appendix B: Academic Map

The Academic Plan is a semester-by-semester plan for the full-time student. Part-time students should work with an advisor to customize the map to fit individual needs.

<table>
<thead>
<tr>
<th>ACADEMIC PLAN</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 1st Year (Prerequisites)</strong></td>
<td>Cr Hrs</td>
</tr>
<tr>
<td>BIO211 Anatomy &amp; Physiology I OR PTA100 Anatomy &amp; Physiology I for Physical Therapist Assistants</td>
<td>4-5</td>
</tr>
<tr>
<td>ENG101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>COL100 Introduction to College: Strategies for Success</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8-11</td>
</tr>
<tr>
<td><strong>Fall 1st Year</strong></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIO212 Anatomy &amp; Physiology II OR PTA105 Anatomy &amp; Physiology II for Physical Therapist Assistants</td>
<td>4</td>
</tr>
<tr>
<td>PSY101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MTH110 Introductory Algebra OR MTH121 Technical Math OR CIS125 Computer Concepts and Apps (By exam or</td>
<td>1-3</td>
</tr>
<tr>
<td>PTA110 Introduction to Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15-17</td>
</tr>
<tr>
<td><strong>Spring 1st Year</strong></td>
<td>Semester 3</td>
</tr>
<tr>
<td>PSY205 Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>COM100 Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>PTA112 Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>PTA114 PTA Tests and Measures</td>
<td>2</td>
</tr>
<tr>
<td>PTA116 Principles of Therapeutic Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PTA120 PTA Principles and Procedures I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Summer 2nd Year</strong></td>
<td>Semester 4</td>
</tr>
<tr>
<td>BIO245 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PTA130 Professional Conduct and Communication</td>
<td>2</td>
</tr>
<tr>
<td>PTA140 Neuromotor Development</td>
<td>2</td>
</tr>
<tr>
<td>PTA150 Clinical Experience I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Fall 2nd Year</strong></td>
<td>Semester 5</td>
</tr>
<tr>
<td>PSC102 US&amp;MO Gov’t OR HST103 US History I</td>
<td>3</td>
</tr>
<tr>
<td>PTA210 Physical Agents</td>
<td>3</td>
</tr>
<tr>
<td>PTA220 PTA Principles and Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>PTA240 PTA Principles and Procedures III</td>
<td>3</td>
</tr>
<tr>
<td>PTA245 Pathological Implications in Rehabilitation</td>
<td>2</td>
</tr>
<tr>
<td>PTA250 Clinical Experience II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Spring 2nd Year</strong></td>
<td>Semester 6</td>
</tr>
<tr>
<td>PTA260 PTA Principles and Procedures IV</td>
<td>3</td>
</tr>
<tr>
<td>PTA270 PTA Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PTA280 Clinical Experience III</td>
<td>4</td>
</tr>
<tr>
<td>PTA285 Clinical Experience IV</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>
**Program Description:** The Physical Therapist Assistant (PTA) Program at Jefferson College offers students a means to achieve a degree in a rapidly growing and highly sought after health care field. Students accepted into the PTA Program will complete courses in rehabilitation theory, laboratory practice, and clinical experiences in the community, all of which will prepare the student to work in any variety of healthcare settings under the direction and supervision of a physical therapist. After graduation, students are eligible to sit for the National Physical Therapy Examination to achieve the licensure required to work as a PTA.

**Admission Requirements:**
- Minimum GPA of 2.5
- Completion of Anatomy & Physiology I with a grade of “B” or better within the last 5 years
- Completion of English Composition I OR II with a grade of “B” or better
- Completion of the Work Keys Assessment, with a minimum score of 4 in the three sections: Applied Mathematics, Reading for Information, and Locating Information
- Completion of a minimum of 16 hours of observation with a physical therapist or physical therapist assistant in two different types of settings
- Completion of an onsite interview and essay
- Completion of a PTA Program Application and payment of the application fee

**Department Faculty Advisors:** Bridget Webb, PT, DPT, CEEAA and Janet Loida, PT

**Division Chair:** Kenny Wilson, MHS, PT, CHT, SCS, ATC

**Employment Outlook/Median Salary***:

<table>
<thead>
<tr>
<th>Career</th>
<th>Degree Level Required</th>
<th>** Growth</th>
<th>Median Salary/ Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist Assistant</td>
<td>Associate’s Degree</td>
<td>30%</td>
<td>$56,610 $34,640-79,040 Pay depends on setting type, setting location, and years of experience</td>
</tr>
</tbody>
</table>

*Employment information based on current Bureau of Labor Statistics Occupational Outlook Handbook. **Projected % of change in employment 2016-2026; the average for all health occupations is 18%.

**Jefferson College Program Highlights:**
The PTA Program at Jefferson College received accreditation from the Commission on Accreditation in Physical Therapy Education in the spring of 2014. Since achieving accreditation, fifty of our fifty four graduates of the PTA Program (93%), have passed the national licensure exam. In addition, 96% of those graduates who have passed the licensure exam have gained employment and are working as physical therapist assistants in a variety of healthcare settings to include skilled nursing facilities, home health care, outpatient clinics, acute care hospitals, and pediatrics.

**Transfer Information:**
Currently, the PTA Program at Jefferson College has two articulation agreements with Missouri Baptist University for a Bachelor’s of Science (BS) in Applied Healthcare Management and a BS in Exercise Science. The PTA Program also has articulation agreements with Maryville University for a BS in Healthcare Practice Management and with Central Methodist University for a BS in Health Science.

PTA Program specific coursework does NOT transfer toward required coursework for a Doctorate degree in Physical Therapy.
## Appendix C : Degree Plan

<table>
<thead>
<tr>
<th>COURSE TITLES</th>
<th>COURSE NUMBERS</th>
<th>COMPLETE</th>
<th>ENROLLED</th>
<th>NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology I (4-5)</td>
<td>BIO211 or PTA100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition I or II (3)</td>
<td>ENG101(H) or ENG102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Experience (1-3)</td>
<td>COL100, COL101 or COL136</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology II (4)</td>
<td>BIO212 or PTA105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Psychology (3)</td>
<td>PSY101(H)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Physical Therapy (4)</td>
<td>PTA110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Algebra or Technical Mathematics I or higher (3)</td>
<td>MTH110, or MTH121 (or higher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Proficiency (0-3)</td>
<td>CIS125, EDU205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Met by exam or coursework)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Development (3)</td>
<td>PSY205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Communication (3)</td>
<td>COM100(H)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesiology (2)</td>
<td>PTA112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Tests and Measures (2)</td>
<td>PTA114</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Therapeutic Exercise (2)</td>
<td>PTA116</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Principles and Procedures I (3)</td>
<td>PTA120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathophysiology (3)</td>
<td>BIO245</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Conduct and Communication</td>
<td>PTA130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromotor Development (2)</td>
<td>PTA140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience I (2)</td>
<td>PTA150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governments &amp; Constitution (3)</td>
<td>PSC102(H) or HST103(H)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathological Implications in Rehabilitation</td>
<td>PTA245</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Agents (3)</td>
<td>PTA210</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Principles and Procedures II (3)</td>
<td>PTA220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Principles and Procedures III (3)</td>
<td>PTA240</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience II (2)</td>
<td>PTA250</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Principles and Procedures IV (3)</td>
<td>PTA260</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Seminar (2)</td>
<td>PTA270</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience III (4)</td>
<td>PTA280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experience IV (4)</td>
<td>PTA285</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Human Subject Waiver Form

I, __________________________, freely give my consent to be used as a human subject in demonstration for educational purposes in the Physical Therapist Assistant (PTA) Program at Jefferson College.

I understand that all attempts are made to keep my personal and medical information related to my participation in the patient and/or human subject demonstration for educational purposes private, as per the Family Education and Rights Privacy Act (FERPA) and the Health Insurance Portable Accountability Act (HIPAA).

My rights under HIPAA ensure that I:
1. Will be informed of the purposes of the participation.
2. May be assured that any discussion or consultation involving my participation will be conducted with discretion and not in the presence of individuals not involved in the Physical Therapist Assistant Program.
3. Will be treated with respect and dignity.
4. May file a complaint by contacting the PTA Program faculty at Jefferson College, 1000 Viking Drive, Hillsboro, MO 63050, (636) 481-3414 or (636) 481-3522.

I understand that due to my involvement with the PTA Program, I may be interviewed, photographed, and/or audio/videotaped, and this information may be used for educational purposes in the PTA Program in the present or in the future, including secured website use. I release and discharge Jefferson College and/or its affiliate(s) from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form whether intentional or otherwise, that may occur or be produced in the taking of the media, or in any processing toward the completion of the finished product. All photos, videos, films, or sound recordings are the property of Jefferson College or the entity designated by it, solely and completely.

By signing this document, I agree to waive liability and voluntarily release myself to the PTA Program to be used as a human subject for educational purposes during this classroom and/or laboratory session. I agree to allow all necessary educational therapeutic techniques to be performed on me, including but not limited to: massage, palpation, therapeutic exercise, therapeutic activities, physical agents, and data collection. Prior to the demonstration or practice of any and all techniques performed, I will inform faculty of any medical issues or other contraindications to participation.

I further understand that program faculty will be present to supervise all procedures and to ensure the safety of subjects.

______________________________  ____________________________
Print Full Name                      Date

______________________________  ____________________________
Signature                          Date
Please read the PTA Program Student Handbook and confirm the following by placing your initials and date next to each statement. After reading each statement, sign and date the bottom of the document. A copy is placed in your PTA Program file.

**Initial & Date**

____ ______ I acknowledge that I know where to access a PTA Student Handbook, and I agree that I shall abide by all policies and procedures stated within this Handbook. I understand that failing to follow one or multiple PTA Program Policies and Procedures results in verbal and/or written warnings for professionalism.

____ ______ I agree that I have read all of the Jefferson College’s Physical Therapist Assistant (PTA) Program’s Policies and Procedures found in the PTA Student Handbook. I have had the opportunity to ask questions and understand what is expected of me while enrolled in the PTA Program.

____ ______ I have read, understand, and shall abide by the mutual responsibilities expected of myself and the faculty and staff as outlined in the Agreement for Success which can be found in the PTA Student Handbook and in the College Catalog.

____ ______ I understand that I am assigned a PTA Program advisor for the duration of my time in the PTA Program. I understand that I may schedule a meeting with any faculty member within the PTA Program anytime I feel is needed.

____ ______ I have read and will abide by the PTA Program’s Academic Integrity Policy. I understand the consequences for cheating.

____ ______ I understand that, for the duration of the PTA Program, school should be my primary job. Due to the intensity of the program, I understand I will spend many hours, in and out of both class and lab, studying, and practicing. Therefore, I understand that the time and responsibilities associated with additional employment and extra-curricular activities, could affect my ability to progress through the program.

Reviewed and Revised July 31, 2018
Physical Therapist Assistant Program

Policy and Procedure:
Statement of Understanding

_____  _____ I understand the attendance policy of the PTA Program and consequences for missing written quizzes, exams, lab practical exams, or turning in late assignments. I understand that I am responsible for obtaining notes from and practicing skills with a classmate for any class or lab I miss as a result of tardiness, leaving early, or absence prior to meeting with the instructor.

_____  _____ I understand that refusal to complete a physical examination, to receive an annual flu vaccine or any other vaccinations or tests required by the Program’s contracted clinical sites could result in the need to wear a mask throughout a clinical experience or could result in the inability to find a clinical site willing to accept me for a clinical experience. The latter would result in my inability to progress in the PTA Program.

_____  _____ I understand that I must obtain infant, child, and adult CPR and AED certification prior to my first clinical experience. I understand I am responsible for the cost associated with this certification as well as for its annual renewal if completed outside of the designated day and time set aside within the curriculum.

_____  _____ I understand that I may be subjected to unannounced, random drug and alcohol testing by my academic and/or clinical faculty. I understand that if I refuse such testing, disciplinary action, up to and including dismissal from the PTA Program can result.

_____  _____ I understand that I am solely responsible for all expenses associated with clinical experiences, including, but not limited to, gas, parking, housing, food, additional background checks, drug screens, vaccinations, blood tests, and/or fingerprinting, which may be required by the clinical site(s).

_____  _____ I understand that my personal information is released to clinical sites prior to my arrival for the clinical experience courses. The information released may include, but is not limited to basic directory information, the results of my background check and drug screen, disclosure/proof of health insurance, CPR and AED certification, smoking status, annual physical results, TB test results, immunization history, medical history, and fingerprints.

Reviewed and Revised July 31, 2018
I understand with whom I should discuss concerns if I have a complaint.

I understand the PTA Program’s Dress and Hygiene Policy, especially during laboratory sessions in which gentlemen are asked to remove their shirts and ladies are asked to wear sports bras.

I understand the grading standards for PTA Technical courses, Non-PTA general education courses, and requirements for progression within the PTA Program. I understand that I have to pass each final exam in a PTA Program Technical course with a 75% in order to progress within the PTA Program.

I understand that I am strongly encouraged to invest in health care insurance for myself during my enrollment in Jefferson College’s PTA Program; however, I understand this is only a recommendation and is not mandatory.

I understand and acknowledge that if I do not have health insurance I may not be able to participate in certain clinical experiences at certain locations which require health students to carry health insurance. If applicable, I will provide a copy of my health insurance card for my student file to be kept locked in the PTA Program Director’s office.

I understand that I am financially responsible for my own medical expenses, including examinations and treatments, for any conditions resulting from any incident or injury that may occur in the classroom or clinic.

I understand that, while on clinical experiences, in order to be covered by the College’s liability insurance, I am to perform only skills learned thus far in coursework and tested in applicable skills checks and practical examinations. If a Clinical Instructor expects or asks me to perform a skill or intervention in which I have yet to learn or be checked off as competent by Program faculty, I am expected to recognize that this direction to perform an intervention is beyond that which is appropriate for me, a student PTA, at that point within the curriculum. I will initiate disclosure of this information to my Clinical Instructor.
Physical Therapist Assistant Program

Policy and Procedure:
Statement of Understanding

_____  _____ I understand that I am fully liable and financially responsible for any harm that comes to a patient from my performing skills or interventions not yet covered or tested within the curriculum.

_____  _____ I understand I am responsible for my safety and must inform faculty if I have any medical condition, physical restriction, injury, or inability to complete a skill or intervention of a strenuous nature in lab.

_____  _____ I understand that I am responsible for cleaning and disinfecting my table/area within the PTA Program classroom laboratory and putting any equipment I use during class, lab, or open lab in its designated storage area when I am finished.

_____  _____ I understand that those associated with the PTA Program and Jefferson College are not liable nor responsible for loss or damage to any items stored in lockers. I understand that if I want to utilize my assigned locker, I am responsible for providing my own lock.

_____  _____ I understand and shall, at all times, comply with all FERPA and HIPAA standards while in the classroom, laboratory, off-campus experiences, or clinical experiences.

_____  _____ I understand and shall demonstrate professionalism throughout my time in the PTA Program, clinicals, and in my career as a PTA. I understand that if I receive three written warning for professionalism as a result of not following PTA Program Policies and Procedures, I will be immediately dismissed from the PTA Program and not be eligible to reapply for readmission.

_____  _____ I have read and understand the PTA Program’s Social Media Guidelines and shall abide them.

_____  _____ I understand that I must disclose my smoking status to the faculty of the PTA Program and any/all clinical sites. I further understand that while on-campus I shall abide by the College’s Smoke-Free/Tobacco-Free policy. While on clinical experiences, I shall abide by the Facility’s Smoking Policy. I understand I am subject to disciplinary action (verbal and/or written warnings for professionalism) if I do not follow these policies.

Reviewed and Revised July 31, 2018
Physical Therapist Assistant Program

Policy and Procedure:
Statement of Understanding

_____  _____ I have read and will abide by the PTA Program’s Policy on the use of Technological Devices both in the classroom as well as the clinic. I understand the consequences of inappropriate use of such devices.

_____  _____ I understand and give my consent to be used as a human subject in demonstration for educational purposes in the PTA Program.

_____  _____ I understand that Jefferson College and/or the PTA Program may use my likeness, such as videos and/or photographs, for college media purposes.

_____  _____ I understand and give my consent to be used as a human subject in demonstration for educational purposes in the PTA Program.

_____  _____ I understand the PTA Program must collect data for ongoing assessment, Program improvement, and re-accreditation. I give my consent for the PTA Program to contact and survey my future employers.

________________________________________________________
Print Full Name

________________________________________  ________________
Signature                                      Date

Reviewed and Revised July 31, 2018
# Appendix F: Student Conference Form

## Date:

<table>
<thead>
<tr>
<th>Student Name(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name(s):</td>
</tr>
</tbody>
</table>

### Purpose of Meeting:
- [ ] Mid-Term Review
- [ ] Remediation
- [ ] Advising/Counseling
- [ ] Failed Test
- [ ] Tutoring
- [ ] Failed Lab Practical
- [ ] Verbal Warning Issued
- [ ] Not following PTA Program Policy
- [ ] Written Warning for Professionalism
- [ ] Which Policy?

### Nature of Items Discussed

### Goals

<table>
<thead>
<tr>
<th>Plan to Achieve Goals</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Follow-up Meeting Date:  Time:  Location:

<table>
<thead>
<tr>
<th>Student Signature(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Signature(s):</td>
</tr>
</tbody>
</table>
Appendix G: Incident/Injury Report

To be completed by the individual involved in the incident/injury. If the individual involved is not able to complete the form, this document may be completed by PTA Program faculty or program director upon report from the individual.

Please print in ink.

<table>
<thead>
<tr>
<th>Name of injured individual involved:</th>
<th>Current Academic Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Street)</td>
</tr>
<tr>
<td>(City)</td>
</tr>
<tr>
<td>(State) (Zip)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Date of Birth (dd/mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Association to PTA Program (please check):</th>
<th>PTA Program Course in which incident/accident occurred (location):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student □ Human Subject □ Faculty □ Staff</td>
<td>If student, student V#:</td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of injury/exposure (dd/mm/yy)</th>
<th>Time: Hour (a.m./p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Witness:</th>
<th>Witness Contact Info:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following evaluation made is vital to future accident prevention activities.

AN UNSAFE CONDITION EXISTED (check all that apply)
- Defective equipment (tools, materials)
- Slippery or uneven walking surface
- Safety devices not provided
- Faulty layout of facility
- Poor working conditions (light, ventilation)
- Environmental clutter
- Other contributing factor (specify):

AN UNSAFE ACT RESULTING FROM (check all that apply)
- Inadequate instruction
- Not using safety devices
- Disregarded rules
- Physical condition of injured individual
- Environmental clutter
- Action of other student/clinical site employee
- Haste: In a hurry
- Improper body position
- Other contributing factors (specify):

Describe the incident. (Use the second page or back of the page for additional space.)

What has been done to prevent recurrence by the student/individual? What resources does the student/individual need to create a safer experience in the laboratory or clinical setting? (Use the second page or back of the page for additional space.)

Individual Completing Form:

<table>
<thead>
<tr>
<th>Printed Name:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be completed by PTA program director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions taken by PTA Program Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Discussed with student/individual on</td>
<td>□ In person □ By telephone</td>
<td></td>
</tr>
<tr>
<td><em><strong>/</strong></em> /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plan taken:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>______________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Discussed with clinical site pertinent and relevant information to prevent recurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Inserviced faculty and/or PTA students regarding pertinent and relevant information in accordance with HIPAA/FERPA Acts to prevent recurrence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Further follow-up recommended:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date follow-up performed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Program Director Signature:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards of Ethical Conduct for the
Physical Therapist Assistant

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

Preamble

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

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

Standards

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

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

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

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

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

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

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

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

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

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

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

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

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

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

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

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

**Standard #5:** Physical therapist assistants shall fulfill their legal and ethical obligations.
5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

**Standard #6:** Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.
6A. Physical therapist assistants shall achieve and maintain clinical competence.
6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

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

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

Purpose

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

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

Interpreting Ethical Standards

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

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

Preamble to the Standards

The Preamble states as follows:

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

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

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

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

**Standards**

**Respect**

**Standard 1A states as follows:**

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

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

**Standard 2A states as follows:**

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

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

Sound Decisions

**Standard 3C states as follows:**

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

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

Supervision

**Standard 3E states as follows:**

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

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

Standard 4 states as follows:

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

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

Reporting

Standard 4C states as follows:

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

Interpretation: When considering the application of “when appropriate” under Standard 4C, keep in mind that not all allegedly illegal or unethical acts should be reported immediately to an agency/authority. The determination of when to do so depends upon each situation’s unique set of facts, applicable laws, regulations, and policies. Depending upon those facts, it might be appropriate to communicate with the individuals involved. Consider whether the action has been corrected, and in that case, not reporting may be the most appropriate action. Note, however, that when an agency/authority does examine a potential ethical issue, fact finding will be its first step. The determination of ethicality requires an understanding of all of the relevant facts, but may still be subject to interpretation.

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

Exploitation

Standard 4E states as follows:

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
**Interpretation:** The statement is fairly clear – sexual relationships with their patients/clients, supervisees or students are prohibited. This component of Standard 4 is consistent with Standard 4B, which states:

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

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

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

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

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

…..

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

**Colleague Impairment**

**Standard 5D and 5E state as follows:**

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

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

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

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

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

**Clinical Competence**

**Standard 6A states as follows:**

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

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

**Lifelong Learning**

**Standard 6C states as follows:**

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

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

**Organizational and Business Practices**

**Standard 7 states as follows:**

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

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

**Documenting Interventions**

**Standard 7D states as follows:**

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

**Interpretation:** 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients/clients and document related data collected from the patient/client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.
Support - Health Needs

Standard 8A states as follows:

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

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

Issued by the Ethics and Judicial Committee
American Physical Therapy Association
October 1981
Last Amended November 2010

Last Updated: 9/4/13
Contact: ejc@apta.org
VALUES-BASED BEHAVIORS FOR
THE PHYSICAL THERAPIST
ASSISTANT

American Physical Therapy Association
Department of Physical Therapist Assistant Services and
Department of Academic/Clinical Education Affairs
1111 North Fairfax Street
Alexandria, Virginia 22314

APTA
American Physical Therapy Association
VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT

Introduction

In 2000, the House of Delegates adopted Vision 2020\(^1\) and the Strategic Plan for Transitioning to a Doctoring Profession, citing professionalism as one of 6 key elements of this vision. As a follow-up, the document Professionalism in Physical Therapy: Core Values was developed to define and describe the concept of professionalism by stating what behaviors a graduate of a physical therapist program should demonstrate. In 2003 the APTA Board of Directors adopted Professionalism in Physical Therapy: Core Values\(^2\) as a core document on professionalism in physical therapist practice, education, and research.

In June 2009, the House of Delegates revised the core ethics documents for the profession, including Standards of Ethical Conduct for the Physical Therapist Assistant (PTA).\(^3\) This document originally included references to “core values,” which the House related to Professionalism in Physical Therapy: Core Values.\(^2\) The APTA Board of Directors determined that Professionalism in Physical Therapy: Core Values was designed for and applicable to physical therapists (PTs), and so it charged the Advisory Panel of Physical Therapist Assistants to draft a new document describing the core values of the PTA, to be titled Values-Based Behaviors for the Physical Therapist Assistant.

The advisory panel met in September 2009 to begin drafting Values-Based Behaviors for the Physical Therapist Assistant. Their work was guided by numerous APTA documents, including Professionalism in Physical Therapy: Core Values,\(^2\) A Normative Model of Physical Therapist Assistant Education: Version 2007,\(^4\) the PTA Clinical Performance Instrument: Version 2009,\(^5\) Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level,\(^6\) the newly adopted ethics documents,\(^7,8\) the problem solving algorithm utilized by ptas in patient/client intervention,\(^9\) and applicable APTA positions and policies.

The advisory panel gleaned 8 values-based behaviors from existing APTA documents and reflection on the contemporary work of the PTA. These values-based behaviors are listed below in alphabetical order with no preference or ranking given. They are considered to be of sufficient breadth and depth to incorporate the many values and attributes that PTAs demonstrate. The panel made every effort to state each value and its accompanying definition and indicators so that it would resonate with and be understandable to PTAs.

The table that follows provides definitions and sample indicators (not exhaustive) that describe the actions the PTA would perform to express the 8 values-based behaviors:

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility
For each values-based behavior listed, a definition is provided with sample indicators (not exhaustive) that describe what one would see if the physical therapist assistant were demonstrating that values-based behavior in his or her daily work.

<table>
<thead>
<tr>
<th>Values-Based Behavior With Definition</th>
<th>Sample Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Altruism</strong></td>
<td>1. Providing patient/client-centered interventions.</td>
</tr>
<tr>
<td>Altruism is the primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self interest.</td>
<td>2. Readily offering to assist the physical therapist in providing patient/client interventions.</td>
</tr>
<tr>
<td></td>
<td>3. Generously providing the necessary time and effort to meet patient/client needs.</td>
</tr>
<tr>
<td></td>
<td>4. Placing the patient/client's needs ahead of one's own, as evidenced by willingness to alter one's schedule, delay other projects or tasks, etc.</td>
</tr>
<tr>
<td></td>
<td>5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.</td>
</tr>
<tr>
<td><strong>Caring and Compassion</strong></td>
<td>1. Actively listening to the patient/client and considering the patient/client's needs and preferences.</td>
</tr>
<tr>
<td>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</td>
<td>2. Exhibiting compassion, caring, and empathy in providing services to patients/clients.</td>
</tr>
<tr>
<td>Caring is the concern, empathy, and consideration for the needs and values of others.</td>
<td>3. Demonstrating respect for others and considering others as unique and of value.</td>
</tr>
<tr>
<td></td>
<td>4. Considering social, emotional, cultural, psychological, environmental, and economic influences on the patient/client (eg. learning styles, language abilities, cognitive abilities) and adapting approach accordingly.</td>
</tr>
<tr>
<td></td>
<td>5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; ie, demonstrates a nonjudgmental attitude.</td>
</tr>
<tr>
<td><strong>Continuing Competence</strong></td>
<td>1. Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations.</td>
</tr>
<tr>
<td>Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.</td>
<td>2. Maintaining continuing competence using a variety of lifelong learning strategies (eg, continuing education, reflective journals, journal clubs, working with a mentor).</td>
</tr>
<tr>
<td></td>
<td>3. Seeking further education in the use and delivery of interventions based on new evidence as it becomes available.</td>
</tr>
<tr>
<td></td>
<td>4. Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.</td>
</tr>
</tbody>
</table>
| Duty | 1. Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA.  
2. Facilitating each patient/client’s achievement of goals for function, health, and wellness, as directed in the plan of care.  
3. Preserving the safety, security, and confidentiality of individuals in all patient/client contexts.  
4. Participating in quality assurance/quality improvement activities in physical therapy care.  
5. Promoting the profession of physical therapy.  
6. Providing student instruction and mentoring other PTAs. |
|---|---|
| Integrity | 1. Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management.  
2. Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements.  
3. Demonstrating the ideals of the values-based behaviors of the PTA.  
4. Demonstrating honesty and trustworthiness in all interactions and relationships.  
5. Choosing employment situations that are congruent with ethical principles and work standards.  
6. Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate. |
| PT/PTA Collaboration | 1. Educating the PT as needed about the roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (eg, state licensure/practice rules and regulations, PTA clinical problem-solving algorithm, PTA direction and supervision algorithms, Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level).  
2. Promoting a positive working relationship within the PT/PTA team.  
3. Demonstrating respect for the roles and contributions of both the PT and PTA in achieving optimal patient/client care, including the PT’s responsibility for the PTA’s performance in patient/client interventions.  
4. Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care.  
5. Working with the PT in educating consumers and other health care providers about physical therapy. |
<table>
<thead>
<tr>
<th><strong>Responsibility</strong></th>
<th><strong>Social Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.</td>
<td>Social responsibility is the promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.</td>
</tr>
</tbody>
</table>
| 1. Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability.  
2. Completing patient/client care and other tasks in a timely and efficient manner.  
3. Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes.  
4. Communicating in a timely manner with others (eg, PTs, patients/clients, and others). | 1. Advocating for patient/client needs in the clinical setting.  
2. Demonstrating behaviors that positively represent the profession to the public.  
3. Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community.  
4. Serving the profession and the community, including activities occurring in conjunction with work or outside of work (eg, community health fairs, National Physical Therapy Month events, APTA service).  
5. Advocating for changes in laws, regulations, standards, and guidelines that positively affect physical therapy and patient/client services. |
References


