Anti-Discrimination Policy
Mohave Community College does not discriminate on the basis of race, color, ethnicity, national origin, gender, sex, age, religion, gender identity, gender expression, disability, or sexual orientation in its educational programs and activities or employment practices. Discrimination includes harassment, which includes a wide range of abusive and humiliating verbal or physical behaviors that are directed against a particular person or persons because of one of the above named qualities. This includes creating a “hostile environment” where the conduct is sufficiently severe or pervasive to alter the conditions of the person’s employment or educational experience at the College. Members of the College community have a responsibility to report discrimination and those in supervisory roles are obligated to take action to correct it. Any person found to have violated this anti-discrimination policy will be subject to appropriate disciplinary action.

Accreditation Status
Physical Therapist Assistant Program at Mohave Community 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.

Program Contact Information
Please contact one of the following individuals or the program website if you have additional questions about the PTA program:

Liz Briere PT, DPT, Program Director
Phone: (928) 505-3347
Email: ebriere@mohave.edu

Tamra Coleman, PT, DPT, OCS, COMT, ACCE/Resident Faculty
Phone: (928) 302-5323
Email: tcoleman@mohave.edu

Jennine Ramirez, Program Secretary
Phone: (928) 505-3351
Email: jramirez@mohave.edu

PTA Program Website: http://www.mohave.edu/pta
Academic Advising Can Be Reached Toll Free at:
MCC Connect - 866-664-2832

Frequently Called Numbers
MCC Connect 866-664-2832
Disability Services Office 928-680-5946
Library 928-505-3309
PTA Program Office 928-505-3351
PTA Program Fax 928-453-1836

The Physical Therapist Assistant
The Physical Therapist Assistant (PTA) is a skilled health care worker who assists the Physical Therapist in providing physical therapy treatment interventions to patients and/or clients in a variety of practice settings. Duties of the PTA are varied and may include, but are not limited to, the rehabilitation of adult and pediatric clients with orthopedic, neurological, traumatic injuries, and various medical conditions through the application of physical modalities, exercise programs, gait training, functional activities and patient education.

The PTA must obtain a certificate to practice in Arizona. A majority of other states regulate the PTA primarily through licensure. If you plan to apply for a PTA license/certificate in another state after graduation, you should contact the physical therapy regulatory agency for that state regarding licensure/certificate requirements.

This MCC PTA program is committed to a high standard of educational excellence while promoting learner responsibility, effective communication, critical thinking, and collaboration. We strive to educate entry level PTA generalists that adhere to professional, ethical, and legal guidelines of the profession to serve our communities. We strive for excellence in all
Physical Therapist Assistant Program

aspects of student education. Student education will be focused on theory, knowledge, and clinical skills essential to the entry level PTA.

The curriculum is designed for the optimal use of technical innovation, hands-on learning, and thorough practical clinical education. This structure drives our emphasis on technology and communication to facilitate learning in the classroom and the clinic. Graduates will meet the diverse needs of employers and the community while providing high quality patient care under the direction and supervision of a Physical Therapist.

The PTA program provides students a curriculum consistent with the guidelines of The Higher Learning Commission of the North-Central Association of Colleges and Schools, the Commission on Accreditation in Physical Therapy Education (CAPTE), and the Normative Model of Physical Therapist Assistant Education: version 2007.

The PTA program curriculum is highly structured, involving classroom, web-enhanced courses, lab and clinical work as well as a considerable amount of personal study. The program format is a full-time day program. However, dependent on program needs, occasionally an evening course may need to be offered. Program faculty will assess competency in skills and knowledge gained in the classroom and lab through practical exams prior to your use of these skills on patients during clinical affiliations. Expectations of the Program include, but are not limited to:

- Being available and on time for class or clinic as scheduled
- Preparing in advance for class/lab activities
- Providing your own transportation to assigned clinical sites
- Providing for your own housing during assigned clinical affiliations
- Demonstrating professional behavior at all time

Upon successful completion of the PTA educational experience at MCC you will be awarded an Associate in Applied Science (AAS) degree and will be eligible to sit for the National Physical Therapy Examination for PTA’s. In Arizona, all PTA’s take and pass the Jurisprudence Exam prior to sitting for the National Boards to practice as a PTA. Additionally, it is hoped that all students will participate in the college and program evaluation process by notifying the program faculty about areas of strengths and/or needing improvement. Faculty and staff hope your time spent in PTA education is successful and enjoyable.

Program Philosophy

We believe that physical therapy is a valuable and integral part of health care and the PTA functions as an effective member of the health care team. The PTA requires specialized knowledge and skills and works under the direction and supervision of a licensed Physical Therapist.

The entry level PTA should be able to practice in an ethical, legal, safe and effective manner. We, as educators, accept the responsibility for supplying students with opportunities to learn the necessary information and in form students of clinical practice required for state regulation and entry-level competence in the field.

Education and learning are lifelong processes and should be evidence based. In our role as faculty and health care providers, we must model the processes of creating a learning centered environment to facilitate lifelong learning, adapting, being flexible, and changing as the environment and culture changes in accordance with sound scientific developments in education, instructional delivery methodology, medical science, and physical therapy practice. Likewise, it is the student’s responsibility to fully utilize the opportunities provided by this educational program.

The choice of career is a personal decision, and having chosen a particular profession, the individual must assume the profession’s inherent responsibilities and adhere to established professional ethics and standards of practice. As students begin the process of becoming PTA’s, they must constantly learn and adapt to different situations, patients, treatment techniques, disease processes and other conditions.

PTA Program Mission Statement

The mission of Mohave Community College PTA Program is to be a learning-centered institution to foster the professional and academic development of the PTA program to better serve the students and the community. The Mohave Community College PTA Program will provide an environment for educational excellence for students to become competent and professional Physical Therapist Assistants. Students will become aware of the world of physical therapy as they develop the structured skill set to perform as a Physical Therapist Assistant under the supervision of a licensed Physical Therapist. The students of the PTA program will develop into safe, competent healthcare practitioners, thus providing a much-needed service to Mohave County, surrounding communities and states.
Physical Therapist Assistant Program

**PTA Program Vision Statement**
The Mohave Community College PTA Program strives to be a leader in Physical Therapist Assistant education in order to better serve the community and meet the demands of the healthcare industry.

**Title IX**
Welcome to the Title IX website, a resource on sexual misconduct for students, faculty, staff, and visitors who are part of the Mohave Community College community. Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”.

Mohave Community College (MCC) is committed to providing a learning and working environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual’s fundamental rights and personal dignity. MCC considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. (Title 20 U.S.C. Sections 1681-1688)

**Title IX and the Sexual Misconduct Policy**
The college prohibits all forms of sexual misconduct by students and employees. MCC Policy #5.112

**Who can I contact about Sexual Misconduct?**
Tell a trusted person about the incident. Contact someone from MCC’s Title IX Team listed to the right. You may also contact a counselor through the Student Support Program via phone (1-866-329-4148) or internet (jics.mohave.edu). The Community Resource Guide is another helpful tool.

**Notification System: Receive Important College Information**
Mohave Community College now has a notification system, through a program called One Call Now, that enables us to promptly inform students and staff about important college information, as well as any situation that requires you to take action quickly. When you receive your MCC ID, you are automatically enrolled in One Call Now so you can be contacted by phone and e-mail with important information. To receive emergency text notifications (recommended), text ALERT to 22300. Standard text messaging rates do apply.

**Note:** Texting will only be used for emergency purposes, which includes any event or action that poses a safety risk on any of our five campuses.

**Safety at MCC**
We are very proud of our reputation as a “safe place to be.” Safety requires constant vigilance by the college, students, staff and all those using college facilities or resources. In case of emergency, contact persons can be reached by calling your campus switchboard. (Dial 0 from any campus telephone.)

As is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), Mohave Community College has established procedures for the gathering of statistics on certain categories of crimes and arrests.

Specifically, MCC is required to compile statistics by campus for crimes which include sexual offenses (forcible or non-forcible), robbery (under confrontational circumstances), burglary, aggravated assault and motor vehicle theft. Additionally, Mohave Community College is required to report any arrest related to liquor law violations (other than drunkenness or driving while intoxicated), illegal drug violations, and weapons charges. Statistics in these areas are compiled by the Office of Institutional Research and are maintained on an annual basis for forwarding to the federal government. [Click here to view the MCC Crime Statistics Report.](#)

MCC has established procedures to be followed relative to locking and unlocking of classrooms and other college buildings located on each of its campuses. These procedures are supervised by the campus deans. Security for MCC campuses is provided by law enforcement agencies. Students and employees witnessing crimes or who are victimized in the commission of a crime are strongly encouraged to report all such actions to appropriate local law enforcement agencies and the campus dean.

MCC’s efforts to educate employees and students about crime awareness and prevention include those procedures described here and will be supplemented by notices as may be required to call attention to specific cases of real or potential threats affecting individual campuses or college operated facilities.
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These notices will be distributed on an as-needed basis and posted in public places in an attempt to ensure sufficient warning to students and others using college facilities. Additionally, copies of such notices will be provided to faculty members (both resident and associate), and read out loud in classes at affected locations.

If a student holds a valid Order of Protection, the student should immediately notify the local Campus Dean’s Office. If there is reason to believe that a person named in the Order of Protection has violated the court order while on an MCC campus, the Campus Dean’s Office should be notified and he or she will assist the student in reporting the incident to local law enforcement.

All students and employees are encouraged to be aware of situations which may result in a sex offense (forced or non-forced) involving both known and unknown assailants. Students or others found to have engaged in acts which constitute sexual assault, attempted sexual assault, or other related sex crimes, whether forced or non-forced, will be subject to appropriate disciplinary and legal process to the fullest extent allowed by law.

In instances where students are involved in disciplinary procedures, both the accused and accusers are entitled to the same opportunities for representation and shall be informed of the outcome of any disciplinary procedure related to such alleged assaults.

Americans with Disability Act

ADA is a comprehensive Civil Rights Act protecting the rights of people with disabilities. The ADA prohibits discrimination against people with disabilities in the areas of private employment, public accommodations and services, transportation, and telecommunications. The Americans with Disabilities Act also prohibits discrimination against a qualified individual with a disability with regard to admission to educational institutions or vocational training programs (public or private); job application procedures; hiring, advancement or discharge of employees; employee compensation; job training; and other terms, conditions and privileges of employment.

PTA Program Goals & Objectives

✓ Graduates will demonstrate the safe and effective application and modification of appropriate treatment techniques established within the plan of care developed by the licensed Physical Therapist (PT).
  - Reviews and Understands plan of care written by licensed PT prior to patient intervention.
  - Provides safe treatment within the scope of the plan of care written by the licensed PT.
  - Describes the rationale and effectiveness of appropriate treatment interventions to patients to achieve the goals and outcomes as described in the plan of care.
  - Effectively and safely progresses a patient through the plan of care written by the licensed PT.
  - Documents any changes in the treatment plan secondary to patient status in addition to documenting any discussion with the supervising PT.
  - Demonstrates critical thinking when working with patients who have adverse responses to PT intervention and how/when the treatment is modified or requires cessation based on data.

✓ Graduates will demonstrate effective communication, critical thinking and planning skills necessary to work in the field of PT.
  - Effectively communicates with patients and family in order to provide clear, concise instructions and patient education to ensure safety and achieve functional outcomes.
  - Communicates with supervising PT in a timely manner.

✓ Graduates will demonstrate proficiency in teaching patients, co-workers, family, classmates and community about physical therapy.
  - Effectively educates others using teaching methods commensurate with the needs of the learners.
  - Communicates clearly with patients, staff, supervising physical therapists to effectively represent their role in the physical therapy continuum of care.

✓ Graduates will demonstrate their ability to contribute as a functional team member within the PT profession, the healthcare team and society.
  - Participates in physical therapy committees for staff, professional development, program development, and quality improvement.
  - Completes full case load of work in time allotted.

✓ Graduates will demonstrate the skills and attitudes necessary for life-long learning, including involvement in APTA and state chapters.
  - Participates in continuing education and/or in-service programming to stay current in their knowledge base, life-long learning plan, and treatment techniques.
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- Participates in and responds to self-assessment activities.
- Graduates will demonstrate safe, effective, moral, ethical and legal behaviors within the scope of physical therapy.
  - Adheres to appropriate legal and ethical standards as well as state practice acts.
  - Utilizes APTA’s “Guide for Conduct of the Physical Therapist Assistant” as the standard for professionalism and conduct.
  - Changes behavior in response to understanding the consequences.
- Graduates will demonstrate their role in the delivery of physical therapy.
  - Places patient’s needs above the PTA’s self-interests.
- Graduates will demonstrate traits that enhance active patient involvement.
  - Exhibits compassion, caring and empathy in providing services to patients.
  - Promotes active involvement by the patient in his or her care.
- Graduates will identify and appreciate cultural diversity and will behave accordingly.
  - Identifies and respects cultural diversity issues when communicating with patients, doctors and other staff members and act with consideration when delivering all PT activities.
- Graduates will behave according to the APTA Guide for Conduct for Physical Therapist Assistants and promote the practice of physical therapy through community and state involvement.
  - Demonstrates behaviors, conduct, actions, attitudes and values consistent with the roles, responsibilities and tasks of the Physical Therapist Assistant.
  - Participates in community health fairs, institutional opportunities for promoting physical therapy, APTA membership and state chapter activities.
- Graduates will interact toward others (doctors, nurses, co-workers, patients, customers) with honesty, openness, sincerity and compassion.
  - Demonstrates integrity in all interactions with patients, family members and caregivers, supervising PT’s, co-workers, other healthcare providers, students, other consumers, employers and payers.
- Graduates will support the practice of physical therapy through a commitment to community, chapter and life-long learning.
  - Values and supports the physical therapy profession in society.
  - Demonstrates citizenship.
- Faculty will demonstrate community involvement.
  - Volunteering with local community events
  - Community Education
- Faculty will participate in events/activities that will promote professional and clinical development
  - Continuing Education
  - Clinical fieldwork
- Faculty will participate in institutional and professional committee involvement
  - Attending institutional committee meetings
  - State or National organizational meeting

**Expected Student Outcomes**

Students will demonstrate:
- Their role in the delivery of physical therapy services
- An understanding of impairments, dysfunctions and functional limitations in order to treat patients under the supervision of a licensed physical therapist
- The application and modification of appropriate treatment techniques established within the plan of care developed by the Physical Therapist
- The importance of maximizing functional independence
- Their potential to contribute as a functional team member within the physical therapy profession, the healthcare team and society

Students will have academic and clinical education to:
- Pass the Physical Therapist Assistant licensure exam
- Find employment in a timely fashion
- Transition from the academic setting to the employment setting with ease

Students will demonstrate:
- Safe, effective, moral, ethical and legal behaviors within the scope of physical therapy
- Effective communication, critical thinking and planning skills necessary to work in the field of physical therapy
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✔ Skills and attitudes necessary for life-long learning
✔ Competency in therapeutic interventions in all treatment settings for all ages
✔ Proficiency in teaching patients, co-workers, family, classmates, and community about physical therapy

**PTA Student Responsibilities**

It is important that you be well informed about your academic program. To accomplish this task, you should maintain the following items in your files (electronic copies will be permitted):

- MCC’s current catalog and student handbook
- MCC’s schedule for each semester you are enrolled
- PTA Program Student Handbook

All students at MCC are subject to the policies of the college as found in the MCC Catalog, MCC Student Handbook and PTA Program Student Handbook. The PTA program documents have been developed as additional information resources for you.

Individuals may have unique and varying needs, capabilities, and experiences. The key to success lies in the recognition by everyone of any learning areas that may need improvement, and in assuming responsibility for strengthening any deficiency. MCC has numerous resources to assist you including help with such things as study habits, test-taking skills, increasing reading skills, and time management. These are only a few of the resources available.

We are committed to helping you reach your educational and life goals. One of the PTA program faculties will be designated as your academic advisor to assist you during the program. The academic advisors may be reached by phone, mail, email or in person during office hours or by appointment. All contact information can be found at the beginning of the PTA Student Program Handbook. It is also the student’s responsibility to hold and maintain:

- Valid Driver’s License
- Valid Fingerprint Clearance Card
- Means of transportation

**Academic Integrity and Professional Behavior**

Integrity is expected of every student in all academic work. Academic integrity means that a student’s submitted work must be the student’s own and reflect an honest attempt to complete the assigned work. Forms of academic dishonesty include, but are not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism. Students engaging in academic dishonesty diminish their education and bring discredit to the academic and professional community. Students caught participating in any form of academic dishonesty will be subject to disciplinary action. Action may include dismissal from the program.

Students must use their own knowledge and skills to complete examinations without referring to other’s answers, old examinations, class notes, or other references unless specifically permitted by the instructor. The student must compile research information to write major papers, giving proper documentation without plagiarizing or copying.

MCC believes academic integrity and professional accountability are inextricably linked. These qualities are essential to practicing physical therapy in a safe and ethical manner within the parameters stated in the APTA Standards of Practice for Physical Therapist Assistants document. During clinical lab experiences, students are required to exercise confidentiality about all patient and staff information, just as they would during subsequent physical therapy practice. The student’s progress in developing professional characteristics, including observances of legal and ethical standards, is evaluated in all PTA courses.

Failure to adhere to program policies and professional behavior policy will result in a meeting with the director and completion of a counseling offense form. It is the student’s responsibility to report changes in medical status, personal information, and/or illegal or criminal actions within 7 days from time of occurrence.

**Attitude**

Each Physical Therapist Assistant represents the entire profession of physical therapy to the client/patient being served. The PTA’s expressed or demonstrated attitudes toward others, as well as toward other health professions and services are very apt to be reflected in the subsequent attitude of the patient toward other therapists and towards health care in general.

Attitudes may be reflected in outward behavior such as facial expressions, actions, body language, and conversation. Students must exhibit behaviors that reflect an attitude of openness to learning and motivation to helping others. Listed below are some of the expected attitudes, with examples of the type of observable behavior that is desirable.
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1. **Honesty and Integrity** - Refuses to lie, steal or deceive in any way; abides by APTA’s Standards of Practice for Physical Therapist Assistants.

2. **Punctuality** - Arrives on time for class, clinics and labs; completes assignments on time. This includes having all appropriate clinical tools available. Students who are tardy more than 10% of the time will be subject to disciplinary action.

3. **Off-Campus Scholarly Activity** - Behaviors during off-campus activities are similar to on-campus. All policies regarding student behaviors will be the same as classroom expectations. Students need to adhere to appropriate attire as indicated by the instructor.

4. **Cooperativeness** - Follows established departmental protocol and procedures; demonstrates a willingness to work well with others and is receptive to suggestions for improvement.

5. **Pride in Workmanship** - Strives for improvement in assignments and clinic; requests assistance when having difficulty in attaining the specified performance standards.

6. **Mature Actions** - Assumes responsibility and consequences for his/her actions; accepts his/her own limitations; strives to resolve personal conflicts. Students are liable for supplies checked out in his/her name.

7. **Consideration for Others** - Demonstrates appropriate verbal and nonverbal communication and thoughtful regard for the feelings and rights of other students, faculty, staff, and clinic personnel. The PTA is a member of the health care team and must therefore learn to cooperate with others. Being respectful and courteous with classmates is the first step toward this goal. Students should show the proper respect and courtesy to the members of the faculty and staff. This applies whether in the classroom, in the lab, at the clinical facility, or anywhere on campus.

8. **Concern for Patients** - Demonstrates by verbal and nonverbal communication that the patient comes first; refrains from spoken remarks and/or facial expressions which could arouse undue concern, alarm, or embarrassment to the patients; respects patient’s rights to confidentiality or personal information; refrains from referring disparagingly to the services of another health professional in the presence of a patient. The PTA student must be prompt, courteous, and respectful at all times. The patient’s care must always be the PTA student’s primary concern.

9. **Enthusiasm** - Displays initiative in class, lab and in clinical situations; volunteers to assume responsibility.

10. **Ability to Accept Constructive Criticism Gracefully** - Strives to improve and is not defensive but receptive to suggestions for improvement.

11. **Clinical Decorum** - Student focuses conversation during class and lab on information relevant to learning. Students should remember that lab and clinic are designed to be learning experiences. There should be no visiting in lab or clinic that disrupts the instructor. Remember the patient hears everything. Likewise, “chatting” with classmates can also be overheard by patients in waiting rooms and hallways. Each student is responsible for maintaining the cleanliness of the classrooms and lab areas.

12. **Loyalty** - Supports with words and actions the ideals and policies of the school, the program and the profession.

13. **Pride in Personal Appearance** - Student maintains professional appearance and personal hygiene consistent with the program’s guidelines.

14. **Tact** - Exercises discretion in words and actions to maintain good relations with patients, peers and faculty.

**Conduct**

The student is expected to abide by all provisions of the *Guide for Professional Conduct* and the *Standards of Ethical Conduct for the Physical Therapist Assistant* published by the American Physical Therapy Association. Students are also required to abide by the MCC Student Code of Conduct. It is the student’s responsibility to report changes in medical status, personal information, and/or illegal or criminal actions.

**Clinical Dress Standards**

Students are expected to dress appropriately and professionally during clinical education courses. Slacks with the PTA polo shirts or requested clinical attire by the facility. Shoes must be clean and sturdy. You may be asked to wear scrubs at some of your affiliations. Students must wear their ID badge always.

Jeans are unacceptable. T-shirts and sleeveless tops are unacceptable. Open-toed shoes and high heeled shoes are unacceptable. Students will be sent home to change into appropriate attire.

Students in the program are expected to maintain grooming and hygiene standards consistent with the clinical workplace. This means that:

1. Hair (including facial hair): Must be clean and trim. Long hair should be pulled back and secured.
2. Nails: Must be clean and fingertip length. False fingernails/overlays are not allowed.
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3. Jewelry: Should be minimal. If in doubt, don’t wear it. Stud earrings are permitted only in the ears with a maximum of two. No earrings in the cartilage of the ear are appropriate. No loops or dangling earrings are allowed.
5. Body odor/Breath: Must be pleasant.
6. Tattoos: Visible tattoos need to be covered at all times except for when lab attire is requested.
7. Body Piercings: Body piercings need to be removed or covered.
8. Natural hair colorings and traditional cuts are acceptable. Extreme hair styling and colors are unacceptable.

Please note that visible tattoos, body piercings or physical defacement from body piercings may prevent a student from being placed at a clinical site. Clinical placement is not guaranteed and is necessary for program completion and graduation from the PTA program.

Complaint Procedures for External Community
(Including clinical education sites, employers of graduates and the general public)

Any individual who may have a complaint regarding any aspect of the program outside of the realm of due process is requested to follow the steps outlined below:

1. Inform the Program Director of the complaint. The Program Director will provide a complaint form to be completed by the individual reporting the complaint. In the event that the complaint is against the Program Director, the individual will be referred to the Associate dean or Campus Dean.
2. Submit the written complaint to the Program Director.
3. The Program Director will send copies of the complaint to appropriate college administrative officials as dictated by the nature of the complaint. The college officials receiving notification of a complaint may include but are not limited to any or all of the following: Associate dean; Dean of Instruction; Campus Dean.
4. The Program Director will investigate the complaint and draft a written response within ten working days from the receipt of the written complaint.
5. The written response will be reviewed with the individual who made the complaint. Any actions proposed or taken will also be discussed with the individual who made the complaint.
6. In the event that this individual is not satisfied with the program’s response to the complaint, the matter will be forwarded to college administrative officials for any further action deemed necessary by the college.
7. Records will be maintained in the office of the program director and will remain on file until next accreditation visit. A log of complaints will include a disposition of the complaint as well as any action taken, if any.
8. The forms are available from program faculty.

Student Safety during Off-Campus Educational Experiences

1.95.04 Field Trips

1. Field trips must be planned in conjunction with the division chair and the campus dean for credit courses or the dean of institutional effectiveness and community and corporate outreach for non-credit courses prior to discussion with students.
2. No core courses will require a field trip.
3. Monday through Friday field trips will be avoided, or the trip must be completed within the regular class or lab times.
4. The notification that “field trips may be a required part of the class” will be included in the catalog, schedule, and syllabus.
5. The following rules apply:
6. The transportation fee paid by the student is that listed in the current catalog and schedule.
7. No mandatory field trips will require the student expenditure of funds beyond meals, unless the costs are identified in the schedule.
8. Additional costs of a field trip (entrance fees, lodging) shall be identified in the schedule and the syllabus.
9. No mandatory field trips shall be scheduled on days the college is closed.
10. The syllabus shall contain a firm listing of the times and dates of field trips.
11. Students shall be made aware of the consequences of missing field trips.
12. No class will be offered with required field trips if the above requirements for listing in the catalog, schedule, and syllabus have not been met.
13. Proof of medical insurance is required for all field trip participants.
14. Arrangements should be made for students with special needs.
15. An instructor must accompany the field trip for it to be college sanctioned.
16. A travel request form must be completed whether or not there is a claim for reimbursement.
17. Any necessary pre-reservations must be made before the class starts.
18. All students under 18 years of age must have permissions slips signed by a parent or guardian prior to any field trip.
19. Field trips by college clubs will be funded from club revenues.
20. All students must complete the field trip release form and return it to the instructor prior to attending the field trip.

5.095.05 Accident or Illness while in Travel Status
Whenever travelers on college business fall ill, suffer an accident or emergency, they should immediately notify proper legal authorities, if applicable and their immediate supervisor. If the supervisor cannot be reached, the traveler should notify the business services department, who will forward the information.

In case of an accident while in college travel status, travelers must submit a full, written report as soon as possible to the business services department. The report must indicate all important facts, names and addresses, police report numbers, witness information, extent of injuries, damages incurred and any other pertinent information.

**Drug-Free Campus Student Guidelines**

The Drug-Free Workplace Act of 1988 has mandated that recipients of $25,000 or more from any federal agency must maintain a drug-free workplace. Included within the requirements of the Act is the adoption of a policy statement prohibiting the unlawful manufacture, distribution, possession or use of controlled substances in the workplace. While technically only those employees working in programs receiving federal aid or those students receiving Pell grants are subject to the law, drug awareness is a subject which must be addressed by all employees and students.

**Purpose:** To provide a safe study environment free from the hazards associated with drug and alcohol use. These guidelines are designed to protect the workplace for the safety of all employees, students and the general population.

**Definition:** Substance use/abuse refers to the use of illegal drugs, legal drugs through illegal possession or overuse either prescription or over-the-counter, intoxicating beverages and other mind-altering substances.

**Applications:** Students are responsible for knowing all local, state and national laws concerning substance use on MCC campuses, property controlled by MCC, facilities leased by the College, or off-site facilities used for instructional purposes by MCC faculty, staff, and students. No student who is under the influence of substances as defined above shall be allowed to attend class. Disciplinary action shall be initiated by recommendation of the instructor and with the approval of the Campus Dean.

No student shall manufacture, distribute or possess such substances at the College or during hours of accountability. Disciplinary action shall be initiated by recommendation of the instructor and with the approval of the Campus Dean. Violators of national, state or local laws concerning illegal drugs will be prosecuted and punished by the applicable court of law. The College reserves the right to discipline any student who violates such drug laws before, during or after the court of law proceedings.

**Sanctions:** Compliance with the above guidelines is a condition of enrollment for all MCC students. Students violating the policy are subject to a wide range of actions depending upon the nature of the violation. Those actions may include reprimand, probation or suspension. A student may also be required to satisfactorily complete a drug or alcohol rehabilitation program as a condition of his/her continued enrollment. The expense of this requirement will be the student’s responsibility. See the [Student Code of Conduct](#) for more information.

**Distribution:** All students are provided a copy of these guidelines as part of the student handbook. For additional information, please see the [Drug Free Schools and College Prevention Program](#).

**MCC Medical Marijuana Policy Statement**

Due to recent addition of medical marijuana legalization it is important to address it. Mohave Community College Prohibits the possession and use of marijuana on all its campuses and in all off-campus student activities, including internships and clinical learning experiences in health programs. This policy is dictated by law.

Arizona revised Statutes §15-108 prohibits any person, including medical marijuana cardholder from possessing or using marijuana on the campus of any public university, college, community college or postsecondary education institution. Federal legislation prohibits any institution of higher education that receives federal funding from allowing the possession and use marijuana. Mohave Community College receives federal funds through grants and financial aid.
MCC continues to enforce its current policies regarding controlled substances and any students or employees who violates this policy prohibiting the use or possession of illegal drugs on campus or in student activities – including educational internships – will be subject to disciplinary action and criminal prosecution.

Drug screens are required of students prior to attending a clinical learning experience. Medical Marijuana, or its metabolite, is not an accepted substance in urine drug screens which will result in a positive urine drug screen. Students with a prescription for medical marijuana would not be considered exempt from drug screening.

**Clinical Education Courses**

**PTA 206, PTA 280 and PTA 290**

The clinical courses allow the physical therapist assistant student to apply techniques and theory learned in the lab and lecture sessions to direct patient care in a variety of physical therapy practice settings. Patient care is provided at outlying facilities under the direct supervision of a physical therapist or physical therapist assistant.

**Professional Conduct at Clinical Site**

PTA students should consistently portray a professional attitude in order to inspire the patient’s confidence. Students must treat patients and staff with respect, courtesy and confidentiality. Students must provide the best treatment for the patient that their skills allow, under the supervision of a licensed physical therapist.

1. Students will not be using cell phones for personal use during clinical work hours, as it disrespectful and unprofessional. Students using cell phones for personal use while treating patients will be withdrawn from the clinical experience and potentially be dismissed from the PTA program.
2. Students should always introduce themselves as a Student Physical Therapist Assistant and wear their name tags always. Address others as Mr., Mrs., Dr., etc. unless directed otherwise.
3. Students should knock prior to entering any room.
4. Students should not congregate at semi-public areas, such as the patient reception areas. Patients awaiting therapy do not understand the presence of (apparently) idle therapists; the patient may feel he is being kept waiting unnecessarily.
5. Students should not discuss matters pertaining to work in elevators, corridors, or any other public area in the health care facility.
6. Students should hold all conversations which are not directly intended for his ears out of a patient’s hearing.
7. Students should not smoke, eat or drink except in designated areas, and especially not when working with patients.
8. Students should not accept gratuities. Patients wishing to show their appreciation should be directed toward designated funds for this purpose.
9. Students should not chew gum during the clinical experience.
10. Students should not become personally involved with patients.
11. Students should limit personal involvement with fellow staff member to “off duty” hours. Professionalism in the facility must be maintained at all times.
12. Students should avoid loaning personal items to patients and/or running errands for patients.
13. Students should accept constructive criticism gracefully.
14. Students should inform the clinical instructor in the clinical facility of activities and location at all times, especially when off the unit.
15. Students are responsible for providing their own transportation to and from the clinical sites.

Failure to comply with stated program policies and procedures will result in “Counseling Offense Form” documentation. Repeated failure to comply with the stated procedures will lead to dismissal from the PTA program.

**Absence during Clinical Rotation**

The clinical experience is designed to mimic the work environment. Full attendance (100%) is required. The expectation is that you will be present every day you are scheduled to be at the clinical site for the duration of the four or six-week affiliation. The four and six-week clinical agreement does not provide for any absences. Any absence must be made up with the student, ACCE, and clinical site. Any absences must be made up through mutual arrangement with the student and the clinical site. The academic coordinator of clinical education (ACCE) must be informed in this event. The student must contact their clinical instructor AND the ACCE if he/she will be absent from the clinic.

Absences greater than 10% of the required clinical hours will not be successful with the clinical practicum. Students will be required to extend or repeat the clinical (if offered) or will receive a failing grade.
Clinical sites are contracted for the selected clinical education experiences and time frames. There is no guarantee that a student will be allowed to make up the time in the clinic for any absences. *It is in the student’s best interest to participate fully in their clinical experiences.*

**Clinical Work Policy**

1. Students will not be substituted for paid personnel during clinical rotations.
2. Case experience gained during scheduled work hours will not count toward achievement of required clinical case totals.
3. Students working in the clinical setting are considered volunteers and should not expect any payment for services rendered.

**Break Periods/Lunch**

Lunch breaks are solely at the discretion of the facility.

**Conflict Resolution**

In the event of conflict between the student and the Clinical Instructor, every effort should be made to solve the problem between the Clinical Instructor and the Student. The Center Coordinator for Clinical Education (CCCE) may help to provide direction in the problem-solving process. If the problem remains unsolved it may be necessary to involve the Academic Coordinator for Clinical Education (ACCE). Conflicts are inevitable. Adherence to problem solving principles should allow the appropriate resolution of most problems.

**Clinical Hours**

Students are expected to be at their clinical assignment until the agreed upon finish time. Students may be required to stay later than their assigned time should the demands of patient care require extended time. Students should be given the opportunity to make alternative travel arrangements if an extended day is required. Students are required to be at the clinical site during the same hours as their CI. This may include weekends and/or holidays.

**Evaluation of Performance**

Assessment of a student’s performance during the clinical rotation should be an ongoing process. The Clinical Instructor is expected to guide the experience with an emphasis on the provision of feedback which will assist the student to be successful in the treatment of patients requiring physical therapy services.

The Clinical Instructor should formally meet with the student at least one time per week to discuss the student’s strengths and areas of performance which may require improvement. A weekly summary form is included with the clinical education materials for your convenience. A mid-term assessment should be performed at the end of the second week of the clinical rotation for PTA 206, and at the end of the third week for PTA 280 and PTA 290. A final assessment will be performed during the final week of PTA 206, PTA 280 and PTA 290. The assessment tool used by the program is Web CPI. Web CPI will be utilized by the CI, Student, and ACCE. A training tutorial is required prior to clinical placement.

The key to successful clinical performance is ongoing and open communication between the Clinical Instructor and the Student. Through the process of ongoing assessment, the student should be well aware of his/her level of performance at the time formal assessments are made. There should be no surprises.

**Exposure/Injury to the Student**

The intent of the Mohave Community College PTA program is to promote the highest quality of care and safety for clients, students, staff and faculty. The PTA program is in compliance with accepted policies, standards, and guidelines set for by Mohave Community College, the Centers for Disease Control (CDC), the Occupational Safety and Health Administration (OSHA).

Students are taught Universal Precautions in the first PTA course (PTA 200) and content is practiced and reinforced throughout the program. Students are responsible for using universal precautions and for any personal expenses that may occur in the event of an exposure. Students are encouraged to check their health insurance policy for coverage.

**Holidays/Weekends**

Students may be expected to report to their clinical assignment if their clinical assignment falls on the holiday and/or weekend.

**Hours/ Days**

While normal hours are 8 am to 5 pm, the individual clinical sites may modify these hours to suit their specific needs. The student will be required to work the same hours as the clinical instructor which could vary. Students are expected to work a minimum of 40 hours per week.

**Pregnancy**

Mohave Community College * 1977 Acoma Blvd, West * Lake Havasu City, AZ 86403 * PTA Program Support 928-505-3351

Revised 7/10/17
Physical Therapist Assistant Program

Due to the nature of the work, it is ill-advised for female students to become pregnant once admitted to the PTA Program. Students who become pregnant may be susceptible to delays in completing their clinical education experiences which could also delay completion of the program. Each case will be evaluated individually to determine the safest plan for the mother, child, program and clinical site. The Program Director and ACCE will make the final decision regarding student progression with the PTA Program and placement in clinical education courses.

Tardiness
Students are expected to BEGIN work at their scheduled starting time. The student must contact the ACCE and their clinical instructor (CI) if unable to report to the clinical site at the appointed starting time. All absences must be reported to the ACCE and the CI as soon as possible.

Transportation
Each student is required to provide their own transportation to the clinical site. Every attempt is made to arrange the location of the clinical education site with respect to the geographic location of the student’s residence. Understand that Mohave County is considered rural. If you have family in outlying areas (Arizona, Utah, Texas, Connecticut, California, Oregon or Nevada) where you could stay during your clinical rotations, please inform the ACCE as soon as possible. Students may be required to travel to and from the clinical site or find temporary housing during the clinical rotation. All fees associated with housing and transportation to and from the clinical site is the responsibility of the student.

Informed Consent

Students in the Practice Setting
Patients have rights and responsibilities. One of the patient’s rights is to know who is treating them and their scope of practice. It is your responsibility to be clear to the patients who you are (name and that you are a student) and what you will be doing to them. Your clinical instructor can facilitate this exchange of information as well.

Examples: CI exchange with patient: “Hi Mr. J. Today I have a student working with me. His/her name is Pat. Pat is going to school to become a physical therapist assistant. Do you mind if Pat works with you today under my direct supervision?”

Sometimes, especially at the end of your clinical rotation, you may be approaching patients yourself. You still need to inform them who you are and what you will be doing. For example, “Hi, my name is Pat. I am a student at Mohave Community College in the physical therapist assistant program. I am working under the direct supervision of John Smith. Do you mind if I work with you today?”

Remember that patients have the right to refuse treatment. Patients have the right to know that their decision of not working with a student will not impact their care. Billing usually remains the same if a student works with a patient. Please respect the patient’s right to refuse treatment with dignity and a smile. Inform your clinical instructor of the patient’s choice. Request to stay for observation or ask your clinical instructor what else you can do (i.e. review the chart for the next person, prepare a home exercise program for someone, etc.).

Cancellation of Clinical Rotation
The availability of clinical sites is critical to the success of the physical therapist assistant program at Mohave Community College. In the event an offered clinical site will not be used for a particular time frame, the college will make every effort to give notice to the clinical site a minimum of six weeks in advance.

Clinical sites are requested to alert the academic coordinator of clinical education (ACCE) a minimum of six weeks prior to the start of the clinical rotation if circumstances will cause the clinical site to withdraw the offer to accept a student for a particular time frame.

It is acknowledged that last minute changes are often necessary. Every effort should be made on the part of the Program and the Clinical Facility to avoid these situations as much as possible.

Records Required for Clinical Rotations
1. Background Check
2. Fingerprint Clearance Card
3. Healthcare Provider CPR Card
4. Student Health and Immunizations
5. Health Insurance
6. Drug Screening
Physical Therapist Assistant Program

7. Additional items/immunizations may be required
8. Records required for clinical rotations (items 1-6) need to be completed by the end of the first semester unless granted special permission by the ACCE.

**Background Check/Fingerprint Clearance Card**
Clinics require students to have a background check and fingerprinting completed prior to participating in their clinical education experience. All students will be required to complete these tasks.

Any questions about prior convictions have to be discussed with the director prior to admission. A positive result on the background check will preclude the student from clinical affiliations at certain facilities since each clinical site has its own criteria. This will result in a student being dismissed from the PTA program and unable to progress forward. The student will be required to follow readmission policy, or apply for entry as a new student. In addition, a positive background check will need to be addressed with the state board of physical therapy. The positive background check may preclude the student from obtaining licensure in the state he or she chooses to work in.

Students with a positive background check will be notified by the Program Director of the potential impact on the progression through the PTA Program. **It is the student’s responsibility to notify the Program Director of any changes in their background due to criminal activity.**

Students are required to notify the director within 7 days of any offense. Failure of notification will result in immediate dismissal from the PTA program. The program has the right to require another background check at any time at the student’s expense.

**Healthcare Provider CPR**
All students must have a valid Healthcare Provider (or equivalent) CPR card that is valid for all clinical rotations. CPR training must be obtained through either the American Red Cross or the American Heart Association, classes offered through Community Outreach program at MCC. CPR is good for 2 years.

**Student Health and Immunizations**
Students must obtain a physical exam and submit it to the PTA program office before beginning school. Students are required to maintain immunizations. This includes yearly 2-step TB testing, the Hepatitis B vaccine series, tetanus (every 10 years), and other routine childhood immunizations.

Some facilities require further immunizations, updated physical exams and health insurance which students will have to provide prior to being accepted for a practicum in that facility. Students should be aware that there is a potential risk of exposure to Hepatitis B and other communicable disease during clinical affiliations. Students will be oriented to safety procedures at Mohave Community College and at all clinical facilities. Students will have access to faculty within their clinical area for any additional information. Students are expected to accept all types of patient assignments. Students are financially responsible for their personal health care/hospitalization costs incurred while participating in the PTA program.

**Health Insurance**
Students will be required to provide proof of health insurance prior to the start of the program. The program will provide information to clinical sites on request. Health insurance is not provided by the college to cover injury during the course of academic and clinical training. If you do not have health insurance, call the American Physical Therapy Association (1-800-999-APTA) to inquire about a policy or a local insurance provider. Failure to obtain health insurance will result in dismissal of the PTA program.

**Drug Screening**
A drug screening test is required of all students prior to beginning their clinical assignments. In case of a positive result, the results will be sent to a medical review officer who will investigate with the student the reason for the positive test result. The medical review officer will contact the program director and indicate if the test result was valid or a false positive. The student’s ability to participate in the clinical education rotation will be dependent on the medical review officer’s report. A positive report will be grounds for disciplinary action, if not cleared by the medical review officer. Action may include dismissal from the program. Some clinical sites may also require screening for nicotine. Students who test positive for nicotine may not be able to be placed at some clinical sites but are not excluded from the program.
Physical Therapist Assistant Program

Injury and Emergency Procedures

Procedures for Handling an Injury during Clinical Assignment - Evaluate the injury immediately.

If It Is an Emergency:
1. Send student to ER
2. Notify staff and supervisor, MCC PTA Program
3. Complete facility incident report
4. Complete Mohave Community College incident report
5. Notify student’s family

If It Is a Non-Emergency:
1. Administer first aid
2. Notify staff and supervisor, MCC PTA Program
3. Complete facility incident report
4. Complete Mohave Community College incident report
5. Send student to ER, or student’s private physician

The Mohave Community College liability insurance policy does not cover a student’s injuries or emergencies. The student is responsible for keeping personal health insurance active and in good standing. Payment of all healthcare charges not covered by personal health insurance is the responsibility of the student.

Mohave Community College incident reports will be filed in the student’s folder. In the event of injury and at the discretion of the clinical instructor and the program director, the student will be given up to a week off from the clinical training. Days of absence must be made up by extending the clinical experience. The student may be required to submit a physician’s prescription to refrain from participation in the clinical experience and/or a release to re-enter the clinical education facility.

Clinical Practice Settings

Practice settings may include all of the following: acute care hospital, rehab hospital (includes rehab unit located within an acute care hospital), extended care facility, outpatient care (includes free-standing practices as well as outpatient rotations in a hospital based program). Other practice settings may be available at the discretion of the Program Director. During the 3 clinical rotations, every attempt will be made to have the student exposed to a minimum of two distinct physical therapy practice settings.

NOTE: To be considered as an active clinical site for the program the site must meet the following conditions:
- The facility has a completed clinical agreement with Mohave Community College which outlines the specific responsibilities of the facility and the college with regard to clinical education of physical therapist assistant students.
- A physical therapist holding an unrestricted license in their state of practice is continuously “on-site” every clinical day.
- The facility has assigned a physical therapist as the Center Coordinator for Clinical Education (CCCE).
- It is recommended that the assigned Clinical Instructor has a minimum of one year of experience in the practice setting for the specific clinical rotation. Clinical Instructors may be physical therapists or physical therapist assistants.
- The facility is able to provide an adequate clinical case load for the specific clinical rotation to allow for the evaluation of the student’s performance in the specific practice setting.

SEE FILE FOR CURRENT LIST OF CLINICAL SITES

Clinical Competencies

The MCC PTA program includes three full-time clinical experiences in the curriculum.

Student competence prior to clinical assignment
The following academic standards, lab and skill competencies will be performed before students are approved to participate in PTA 206 (Clinical Practicum I), PTA 280 (Clinical Practicum II) and PTA 290 (Clinical Practicum III).

The first clinical affiliation (PTA 206) is scheduled for the summer between the first and second year (but may be subject to change). Skill competency (80%) with 100% on critical safety elements must be demonstrated prior to student affiliation with clinical site.

First Clinical Rotation
PTA 206 is the first of the clinical education experiences and allows students to practice basic skills in the clinical environment which have been learned during the first year in the program. These skills include basic patient assessment...
Physical Therapist Assistant Program

- Techniques, gait and transfer training, wheelchair mobility, heat and cold modalities, traction, massage, intermittent venous compression, therapeutic light applications, and therapeutic exercise and Electromodalities.

**Students Entering PTA 206, Clinical Practicum I, Have Completed the Following Courses:**
- Introduction to Physical Therapy (PTA 101)
- Kinesiology (PTA 103)
- Patient Mobility Techniques (PTA 200)
- Physical Therapy Modalities (PTA 202)
- Pathology (PTA 203)
- Communication in Physical Therapy (PTA 205)
- Electromodalities (PTA 214)
- Wound Care (PTA 215)
- English Composition (ENG 101)
- Biology Concepts (BIO 100)
- Anatomy and Physiology I (BIO 201)
- Anatomy and Physiology II (BIO 202)

**Students Have Demonstrated Competency and Entry Level Skills for The Physical Therapist Assistant In The Following Areas:**
- Transfer training
- Gait training with assistive devices
- Active and passive range of motion
- Progressive resistance exercise
- Therapeutic exercise with equipment
- Vital signs
- Stretching
- Posture and body mechanics
- Goniometry
- Basic manual muscle testing
  - Theory and application of superficial heat – hot packs, paraffin, hydrotherapy, fluidotherapy
  - Theory and application of deep heat – ultrasound and shortwave diathermy
  - Cervical and pelvic traction
  - Intermittent venous compression
  - Light and Laser Therapy
  - Massage and soft tissue mobilization
  - Universal precautions
  - Patient positioning
  - Theory and application of electrical stimulation – includes TENS, low and high volt currents, microcurrent, electrical muscle stimulation, and functional electrical stimulation, Iontophoresis and phonophoresis.
  - Biofeedback

Lecture exams skill competencies and lab practical’s will be given frequently to assure that student comprehension and skill performance levels are being achieved. Safety precautions are stressed throughout lecture and lab activities.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Critical Safety Elements</th>
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<tbody>
<tr>
<td>• Transfer training</td>
<td>o Foot wear, application of gait belt, locked wheelchair, maintain documented precautions including WB status, proper guarding</td>
</tr>
<tr>
<td>• Gait training with assistive devices and stairs</td>
<td>o Proper footwear, application of gait belt, maintains documented precautions including WB status, proper guarding.</td>
</tr>
<tr>
<td>• Therapeutic Exercise</td>
<td>o Proper instruction, body mechanics, and maintenance of documented precautions.</td>
</tr>
<tr>
<td>• AROM and Prom Stretching</td>
<td>o Right cuff size, opening pressure relief valve, rapid evacuations of cuff following determination of diastolic blood pressure</td>
</tr>
<tr>
<td>• Vital signs</td>
<td>o Utilization of proper body mechanics, maintains documented precautions and appropriate patient positioning.</td>
</tr>
<tr>
<td>• Basic Manual Muscle Testing and Goniometry</td>
<td>o Proper sequencing for donning and doffing</td>
</tr>
<tr>
<td>• Universal Precautions</td>
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</table>
Physical Therapist Assistant Program

- Superficial Heat (includes hot packs, paraffin, hydrotherapy, fluidotherapy)  
  - Reassessment of skin following intervention, call system available if PT is unsupervised for periods of time, knowledge of absolute contraindications
- Superficial Heat  
  - Includes Hot Packs, Paraffin, Hydrotherapy, Fluidotherapy  
  - Reassessment of skin following intervention, call system available if patient is unsupervised for periods of time, knowledge of absolute contraindications and precautions (critical for all superficial heat modalities)  
  - Positioning of body part remains constant to avoid burns  
  - All Temperature check and appropriate for treatment outcomes  
  - Ensure system is closed before turning machine on.
- Deep Heat  
  - Includes Ultrasound, Electromagnetic Radiation (Shortwave Diathermy)  
  - Knowledge of absolute contraindications and precautions, skin reassessment following intervention, proper care of wand/crystal, 100% contact skin during application, continuous movement  
  - Knowledge of absolute contraindications and precautions, removal of jewelry, skin reassessment following intervention, appropriate moisture control measures performed
- Traction  
  - Includes cervical, pelvic and over the door  
  - Knowledge of absolute contraindications and precautions, correct application of harnesses, check poundage
- Intermittent Venous Compression  
  - Knowledge of absolute contraindications and precautions, cover any open wounds with absorbent material, check poundage
- Light Therapy and Laser Therapy  
  - Knowledge of absolute contraindications and precautions
- Massage and Soft Tissue Mobilization  
  - Knowledge of absolute contraindications and precautions
- Electrical Stimulation  
  - Includes TENS, low and high volt currents, microcurrent, NMES, functional e-stim and biofeedback  
  - Knowledge of absolute contraindications and precautions, proper electrode placement including contact, skin reassessment, check for latex allergies, check skin sensation prior to application
- Cryotherapy  
  - Includes cold packs, ice massage  
  - Knowledge of absolute contraindications and precautions, skin reassessment
- Iontophoresis  
  - Knowledge of absolute contraindications and precautions, proper electrode placement including contact, skin reassessment, check for latex allergies, check skin sensation prior to application
- Phonophoresis  
  - Knowledge of absolute contraindications and precautions, proper electrode placement including contact, skin reassessment, check for latex allergies, check skin sensation prior to application

Second and Third Clinical Rotations
In PTA 280 and 290, students will continue to apply the skills mastered in PTA 206. In addition, several new skills will be assessed including treatment techniques for patients with cardiopulmonary dysfunction, brain injury, spinal cord injury, amputations, developmental delay, and specific orthopedic conditions. The student’s ability to use orthotic/prosthetic devices will also be assessed.

Students entering PTA 280 and 290, Clinical Practicum II and III will have completed the following additional courses:
- Rehabilitation of Special Populations (PTA 208)
- Orthopedics (PTA 210)
- Clinical Neurology (PTA 217)
- Physical Therapy Seminar (PTA 230)
- Interpersonal Communication (COM 121) or Public Speaking (COM 151)
- Introduction to Psychology (PSY 101)
- Introduction to Computer Information Systems (CIS 110)

Students will have demonstrated competency and ENTRY LEVEL SKILLS FOR THE PHYSICAL THERAPIST ASSISTANT in the following additional areas:
- Proprioceptive neuromuscular facilitation
- Neurodevelopment treatment
- Orthopedic manual and exercise treatment
- Facilitation and inhibition techniques
- Pre-prosthetic and prosthetic training of the lower extremity amputee
Physical Therapist Assistant Program

- Use of orthotics
- Therapeutic exercises
- Chest physical therapy

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<tr>
<th>Competency</th>
<th>Critical Safety Elements</th>
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<tbody>
<tr>
<td>• Orthopedic management of bone &amp; joint pathologies</td>
<td>o Knowledge of common bone &amp; joint pathologies</td>
</tr>
<tr>
<td>• Basic orthopedic joint assessment</td>
<td>o Implement orthopedic management of pathologies</td>
</tr>
<tr>
<td>• Manual traction techniques for spine</td>
<td>o Knowledge of absolute contraindications and precautions for manual techniques</td>
</tr>
<tr>
<td>• Grade I, II mobilization techniques for extremity joints and spine</td>
<td>o Knowledge of assessment of willingness to move, end feel, mobility and basic special tests to each extremity joint</td>
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<tr>
<td>• Therapeutic Exercise</td>
<td>o Knowledge and demonstration with positioning and implementation of basic joint mobilization techniques</td>
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<tr>
<td></td>
<td>o Identify precautions and contraindications with joint mobilization techniques</td>
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<tr>
<td></td>
<td>o Knowledge of selection, progression and delivery of therapeutic exercise instruction</td>
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<tr>
<th>Competency</th>
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<tbody>
<tr>
<td>• Neuroanatomy: central and peripheral nervous system</td>
<td>o Identifying central versus peripheral nervous system impairments</td>
</tr>
<tr>
<td>• Sensory and motor innervations</td>
<td>o Screening for sensory and motor deficits</td>
</tr>
<tr>
<td>• Neurological Impairments: functional movement problems</td>
<td>o Identifying neurological deficits: progressive &amp; Non-progressive disorders</td>
</tr>
<tr>
<td>• Motor control &amp; motor learning across the lifespan</td>
<td>o Implementing appropriate positioning &amp; interventions</td>
</tr>
<tr>
<td></td>
<td>o Identifying level of spinal cord injury</td>
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<td></td>
<td>o Knowledge of the motor learning strategies</td>
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<tr>
<th>Competency</th>
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<tbody>
<tr>
<td>• Cardiopulmonary disorders</td>
<td>o Identifying cardiopulmonary deficits &amp; use of assessment tools</td>
</tr>
<tr>
<td>• Pediatric disorders</td>
<td>o Implementing appropriate interventions for cardiopulmonary disorders</td>
</tr>
<tr>
<td>• Vestibular disorders</td>
<td>o Knowledge of common pediatric disorders</td>
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<td></td>
<td>o Implementing age appropriate interventions</td>
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<tr>
<td></td>
<td>o Knowledge of appropriate positioning for treatment</td>
</tr>
<tr>
<td></td>
<td>o Identifying common vestibular disorders</td>
</tr>
<tr>
<td></td>
<td>o Knowledge of appropriate positioning and treatment strategies</td>
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<table>
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<tr>
<th>Competency</th>
<th>Critical Safety Elements</th>
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<tbody>
<tr>
<td>• Neuromuscular rehabilitation</td>
<td>o Knowledge of treatment strategies: PNF, NDT, constraint induced therapy, coordination and balance retraining, motion sensitivity training, vestibular rehab techniques</td>
</tr>
<tr>
<td>• Orthotics &amp; prosthetics</td>
<td>o Knowledge of use of orthotics &amp; prosthetics, and the PTAs role</td>
</tr>
<tr>
<td>• Prescriptive wheelchair</td>
<td>o Knowledge of maintenance with orthotics &amp; prosthetics</td>
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<td></td>
<td>o Knowledge of precautions &amp; contraindications with orthotics &amp; prosthetics</td>
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<tr>
<td></td>
<td>o Knowledge of prescriptive wheelchair management, positioning &amp; seating</td>
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<td></td>
<td>o Knowledge of the postural support components</td>
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<td></td>
<td>o Demonstrate required measurements for wheelchair fitting</td>
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<td></td>
<td>o Educate patients on wheelchair mobility</td>
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</table>

**NOTE:** The clinical faculty is cautioned to refrain from teaching treatment techniques that have not been covered in the lecture/lab sessions in the program. The clinical facility is responsible for any consequences resulting from a student applying a technique which has not been covered in the academic setting. Observational opportunities are invited and acceptable.

Program faculty come from clinical practice prior to teaching and have the greatest respect for our clinical sites and do not feel that any student should be on a clinical affiliation without basic safety and competency skills.

Standards of approval for students to participate in the clinical education experience include:
Physical Therapist Assistant Program

1. All skill competencies must be passed.  
2. All skill competencies safety requirements must be met.  
3. All classes must be completed successfully prior to clinical education experience.  

Students must achieve a minimal competency level of 77% for comprehensive written exam averages, 80% on skill check-offs and 85% on practical examinations, qualified with 100% pass rate on critical safety elements.

**HIPAA**

*Health Insurance Portability and Accountability Act (1996)*

HIPAA will be discussed more in length throughout your physical therapist assistant program. Here is a brief description of what HIPAA involves.

HIPAA, which stands for the American Health Insurance Portability and Accountability Act of 1996, is a set of rules to be followed by doctors, hospitals and other health care providers. HIPAA took effect on April 14, 2006. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy. HIPAA compliance can be summarized by the three major rules or standards:

**HIPAA Privacy Rule**

The HIPAA Privacy Rule mandates the protection and privacy of all health information. This rule specifically defines the authorized uses and disclosures of "individually-identifiable" health information.

**HIPAA Transactions and Code Set Rule**

The HIPAA Transaction and Code Set Standard addresses the use of predefined transaction standards and code sets for communications and transactions in the health-care industry.

**HIPAA Security Rule**

The HIPAA Security Rule mandates the security of electronic medical records (EMR). Unlike the Privacy Rule, which provides broader protection for all formats of health information, such as print or electronic information, the Security Rule addresses the technical aspects of protecting electronic health information. More specifically, the HIPAA Security standards address these aspects of security:

1. Administrative security - assignment of security responsibility to an individual.
2. Physical security - required to protect electronic systems, equipment and data.
3. Technical security - authentication & encryption used to control access to data.

For more information visit: [https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html)

**Student Clinical Education Requirements for Communication and Documentation**

1. Students will fill out the weekly planning form. This will allow the student to communicate adequately with the clinical instructor each week, review the past week and plan for the next week. The weekly planning form will be turned into the ACCE at the completion of each week.
2. The PTA Web CPI will be completed by the student and the CI at midterm and final. The PTA Web CPI will be reviewed by the ACCE after submissions.
3. At the end of the clinical rotation, students will complete student evaluation of clinical site and CI. This document will be turned into the ACCE at the completion of the clinical rotation.
4. The student will receive a grade for the clinical rotation following completion of the required documents.

**Clinical Instructor Guidelines for Clinical Education for Communication and Documentation**

1. The PTA program will submit clinical course goals and competencies to the Clinical Instructor and student.
2. CI will provide feedback on student performance as needed.
3. Students and clinical instructors will complete a written summary on weekly performance. This will be a short check list from that will have a place to comment on strengths and weaknesses.
4. The student and clinical instructor will compare notes and discuss goals for the next week and goals for the overall clinical course.
5. Any question of student performance and/or reaching clinical goals and competencies will be reported at the earliest opportunity by the clinical instructor or the student.
6. The midterm PTA Web CPI will be completed online.
7. The second half of the clinical will follow the same guidelines as the first half.
8. At the completion of the clinical rotation, the clinical instructor will submit their CPI through the CPI web to turn into the ACCE for review.
Clinical Faculty Qualifications & Development
☆ All clinical sites will be given the APTA Guidelines and Self Assessments for Clinical Education booklet to help determine faculty development needs from an individual and site-specific perspective. Filling out the form is voluntary.
☆ Clinical faculty needs will be assessed through student CI evaluations, self-assessment, ACCE communication, Clinical Faculty Assessment form and clinical site visits.
☆ Clinical sites will be contacted regarding faculty development opportunities to improve their effectiveness as a clinical site for MCC; these might be site-specific or global developmental opportunities.
☆ All clinical sites and instructors will be notified of educational offerings available to them in order to improve their effectiveness as clinical instructors.
☆ Clinical faculty may have access to MCC library resources upon request.
☆ Social networking opportunities will be advertised through word of mouth, email, and the list-serve, depending on the circumstance.
☆ The clinical faculty contact information is maintained by the ACCE and/or the program secretary.
☆ All clinical faculty need to have a minimum of 1 year of clinical experience.

Getting Started with the APTA Learning Center
For PTA CPI Course Participants

Quick Start Guide for the APTA Learning Center
1. Navigate to http://learningcenter.apta.org and click “start”
   a. Enter your APTA username and password.
   b. Select "Click here to Continue:"

Forgotten Password:
Do not purchase or register for courses in the APTA Learning Center using more than one account number. If you’ve forgotten your password, use the “Forgot your password?” link on the login page to have it emailed to your email address on file.

New User:
Use the buttons “join now” or “create an account” on the APTA login page to set up an account prior to purchasing the course. Once you have set up an account as a New User, please logout and then continue from Step #1 to search and access the PT CPI or PTA CPI online course.
2. Find and "Purchase" the free PT CPI or PTA CPI online course.
   a. Enter “PT CPI” or “PTA CPI” in the top right Search courses box to find the course.
   b. Locate LMS-120: 2012 PTA CPI or LMS-521: 2013 PT CPI to purchase the correct course on the right side of the page or by scrolling down the page past the filters to view your search results.
   c. Once you find the correct course, click “purchase”, click “Add to Cart”, click “Shopping Cart”, click “Proceed”, and then click “OK” to enroll in the free course through the online shopping cart.
   d. You will be required to login to the APTA website with your username and password prior to being able to purchase the course.
3. Take the PT CPI or PTA CPI online course
   a. After purchasing the CPI course, return to http://learningcenter.apta.org and locate the heading “My Learning Activities” on the top of the APTA Learning Center Home page.
   b. Click on “My Learning Activities” and then click on the drop-down menu “My Courses” page.
   c. Locate the course purchased “2013 PT CPI” or “2012 PTA CPI”.
   d. Click on “start” to take the course by reviewing the power point slides and resource attachments.
   e. Complete the posttest assessment with a score of 70% or higher to pass the course.
   f. Once you have passed the posttest assessment you can print your CEU certificate.

Pop-Ups:
   a. You may need to enable pop-ups for http://learningcenter.apta.org, in order to view the course, learn how on the APTA Learning Center.
   b. LMS-120: 2012 PTA CPI contains material that uses Flash player. Chrome and Internet Explorer still natively play Flash. Firefox requires an add-in. You can find a link to download Flash play on the System Specs page.
4. Access the PT CPI or PTA CPI Web site
a. The academic program with whom you affiliate can provide you with your username (the email address provided to
them) to login to CPI Web. If you do not have a password, you will need to use the ‘I forgot or do not have a password’
link to establish a password. The password to login to CPI Web is NOT the same as the password used to login to the
APTA Web site.

PTA CPI Web Instructions for a CI

Login to PTA CPI Web at https://cpi2.amsapps.com

1. Your username is your email address provided to the school you are working with.
2. If you have previously created a password in PTA CPI Web or PT CPI Web, please use that password to login. If
you do not have a password or forgot your password, please follow these steps to create your password:
   a. Go to the CPI Web address (https://cpi2.amsapps.com).
   b. Click on the link “I forgot or do not have a password”.
   c. Enter your User Name in the box provided.
   d. Click on the Continue button.
   e. Check your email account inbox for further instructions on how to set/update your password.

PLEASE NOTE: Make sure to close out of any internet browsers containing CPI Web prior to accessing the link in your
email as this may result in an error when trying to set/reset your password. The link to change/create your password that is
included in this message will expire 24 hours after the message has been created. If you try to access the link after 24 hours,
you will receive a notification that the temporary authorization link is invalid. If this should occur, you will need to click on
the 'I forgot or do not have a password' link located on the login page for CPI Web to receive a new password reset link.

Update Information – Needs to be done at least once per year (If your information is up-to-date, please go to Editing the
CPI)

1. Click on the ‘My Info’ tab to update your information. You must update the APTA Data Release Statements found
   in the Data Authorization section. Also, please make sure that your credentials and certifications are accurately
   listed.
2. When you are finished editing, hit the ‘Update’ button.

Verify APTA PTA Training – This can only be done if you are assigned to evaluate a student on an Open evaluation (If
you’ve previously done this, please go to Editing the CPI)

1. Click on your student’s name in the ‘My Evaluations’ section on your home page or click on the Edit link found in
   the Actions column in the Evaluations tab.
2. You are prompted to verify if you have completed the APTA PTA CPI Training. If you have completed the training,
   please click the ‘I have completed the APTA PTA CPI online training and assessment.’ button.
   a. If you have not completed the training, please follow the directions on the page to take the APTA PTA CPI
      Training.
   b. If the email address you took the training with is different than your username, you will be prompted to
      enter the email address registered with APTA.
   c. If you are having issues verifying you’ve completed the training, please contact PTA CPI Web Support at
      ptcpiewbsupport@liaison-intl.com. Please provide your name, email address used to take the training, and
      the date you completed the training so that we can manually verify your training completion.

Editing the CPI

1. Once you have verified you have completed the APTA PTA CPI Training, you will see all 14 sections of the CPI.
   a. You can edit one criterion at a time by clicking on the ‘Edit Now’ link on the right.
   b. You can edit all criteria at the same time by clicking on the ‘Edit All’ column header link.
2. Click on ‘View Essential Skills’, ‘View Introduction’, and ‘View Instructions’ to view the details of how to fill out
   the CPI.
3. Mouse over any underlined word to view an APTA glossary definition. This is available for the Performance
   Dimensions and the Anchor Points on the APTA Rating scale.
4. Add comments to the comment box and select the rating for the student on the slider scale. For the Interventions,
   please make sure to select whether a skill was Performed, Observed, or Not Available.
5. When you are done editing a section, click on the ‘Section Sign Off’ checkbox and hit the ‘Save’ button. Hitting
   Save will save the work edited on all criteria. Be sure to save your work!! If you leave the page without saving,
your comments could be lost!!

Signing off on the CPI

1. Once all sections are marked as ‘Completed’, please sign-off on your CPI. In order to sign-off, you would need to
   click on the Evaluations tab and then on the ‘Sign-off’ link found in the Actions column. Once this has been done,
you would need to scroll to the bottom of the page, select the checkbox associated with the signature, and then click on the ‘Save’ button.

2. Once you sign off on your CPI, you are unable to make any further edits! Your student will be able to view your CPI only if they have also signed off on their own CPI.

**Viewing your CPI with your Student and Signing-Off on your student’s CPI**

3. Click on the Evaluations tab.
4. Click on ‘View’ link in the Actions column.
5. Use the filters to see the comments from both the student and the CI at the same time.
6. In the Evaluations tab, you will also see a link to ‘Sign-off’ on your student’s CPI indicating you’ve discussed the performance with your student. Please follow the Sign-off procedures listed in the previous section to complete the sign-off on your student’s CPI.

**Additional Features/Tips:**

**Creating a Critical Incident Report using CPI Web (only to be used as needed)**

1. To create a Critical Incident Report, click the link that says ‘[Critical Incident]’.
2. Record the details of the incident clearly and concisely without reflecting any biases into the Behavior, Antecedent, Consequence, and Comments text boxes.
3. Once you are finished recording the incident, click on the ‘Submit Critical Incident’ button. When a Critical Incident report is properly submitted, the following text will appear on the screen in bold green lettering, 'You have successfully filed a Critical Incident Report.' If you do not see this text displayed on the screen, please click on the ‘Submit Critical Incident’ button again.
4. Once submitted, a Critical Incident Report notification will be emailed to the CCCE, ACCE and student.
5. Any completed Critical Incident Reports can be found in the Critical Incidents tab where it can be viewed and additional comments can be entered.

**Submitting a Significant Concern - This MUST be accompanied by a Critical Incident Report using CPI Web**

1. Select the Significant Concern checkbox.
2. A pop-up box will appear with the following text. 'You have indicated a Significant Concern for this criterion. A Significant Concern must be accompanied with a Critical Incident report. Click "OK" to document and submit a Critical Incident report. Click "Cancel" to uncheck the Significant Concern for this criterion.'
3. If you click on the ‘OK’ button, the Critical Incident Report text boxes will automatically appear. Please follow the steps listed above to create and submit the Critical Incident Report. PLEASE NOTE: If the Critical Incident Report is not submitted, the Significant Concern will not be submitted. Once a Significant Concern and accompanying Critical Incident Report are submitted, these CANNOT be reversed!
4. If you click on the ‘Cancel’ button, the Significant Concern will not be submitted.

**Adding Post-Assessment Comments to the CPI:**

1. Once you sign-off on the CPI, you cannot go back in to make further edits. After your meeting and review with the student, if you needed to enter in additional comments about the CPI, you would be able to add post-assessment comments to the CPI by clicking on the ‘View’ link in the Evaluations tab and then adding in the comments in the appropriate box near the bottom of the page. Post assessments can only be made by the CI or student once they have signed-off on their own evaluation as well as signed-off on each other's evaluations.

**Here are some things to note when there are multiple CIs assigned to evaluate one student in CPI Web:**

1. Only one CPI is created. All of the CIs would work on the CI portion of the CPI and the student would work on one self-evaluation.
2. Each CI would have a separate comment box for all of the criteria. They would be able to see what the other CI had written, but they are unable to edit the other CI’s comments.
3. There is only one rating scale for each criterion for the CIs. This is a shared scale amongst the CIs listed on the evaluation meaning that one CI can edit the rating that was selected by the other CI.
4. The minimum requirements to mark the section sign-off box for each criterion are that at least one CI comment box must be completed for the criterion and there must be a rating selected for the criterion. For example, if one CI commented on the CPI and the other CI agreed with what the other CI had written, the other CI wouldn’t be required to enter in any comments on the CPI.
5. Once all of the section sign-offs have been checked and the evaluation is listed as Completed, either CI would be able to Sign-off that the evaluation is completed by clicking on the Sign-off link found in the Actions column in the Evaluations tab.
Guidelines for Clinical Instructors
Adopted From WWW.APTA.ORG

Guidelines: Clinical Instructors

BOD G03-06-21-55 [Amended BOD G03-04-22-56; BOD 11-01-06-09; BOD 03-99-23-75; Initial BOD 11-92-43-201]

PREAMBLE
Clinical education represents a significant component of physical therapy curricula that has been continuously examined and discussed since APTA’s publications of Moore and Perry (1976) entitled Clinical Education in Physical Therapy: Present Status/Future Needs and Barr and Gwyer (1981) entitled Standards for Clinical Education in Physical Therapy: A Manual for Evaluation and Selection of Clinical Education Centers. As a result, the Association and the Education Section have launched a number of initiatives to explore and enhance clinical education and to clarify and revise the roles and expectations for individuals responsible for providing student clinical learning experiences. Some of these notable undertakings included conferences held in Kansas City, Missouri (1983), Rock Eagle, Georgia (1985), and Split Rock, Pennsylvania (1987). All of these efforts spurred the growth and development of clinical education research, student evaluation and outcome performance assessment, training and development programs for clinical educators, regional consortia, several National Task Forces on Clinical Education, and universal guidelines for clinical education.

Between 1989 and 1994, two Task Forces on Clinical Education (1989–1991 and 1992–1994), in concert with clinical educators throughout the nation, dedicated their energies towards the development and refinement of voluntary guidelines for clinical education. Approximately 2,500 clinical educators provided substantial feedback on these documents through consortia, academic programs, or individual responses directly to the Task Force on Clinical Education, or through testimony given at a total of five hearings held in San Francisco, Denver, and Virginia in 1992. The culmination of these efforts was the development of three documents: Guidelines for Clinical Education Sites, Guidelines for Clinical Instructors (CIs), and Guidelines for Center Coordinators of Clinical Education (CCCEs). These guidelines were first adopted by APTA’s Board of Directors in November 1992 and endorsed by APTA’s House of Delegates on June 13, 1993. Revisions to these Clinical Education Guidelines have been subsequently approved by APTA’s Board of Directors in 1999 and 2004.

In October 1998, the Guidelines and Self-Assessment for Clinical Education were reviewed and revised by an Ad Hoc Documentation Review Group to ensure that these documents reflected contemporary and forward-looking clinical education, practice, and care delivery. As part of the review process, current APTA documents were used to assist in editing the Guidelines and Self-Assessments for Clinical Education to ensure congruence in language, education and clinical education expectations, and practice philosophy and framework. Documents used to carry out this process included the Guide to Physical Therapist Practice and in particular the patient management model, A Normative Model of Physical Therapist Professional Education: Version 1997, A Normative Model of Physical Therapist Assistant Education: First Revision (January 1998), Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists, and Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants. The revised Guidelines for Clinical Education were approved by APTA’s Board of Directors in March 1999.

In March 2004, these Guidelines for Clinical Education were revised and approved by the Board of Directors. Revisions were made to reflect the most contemporary versions of the Guide to Physical Therapist Practice (2003), A Normative Model of Physical Therapist Professional Education: Version 2004, Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists, and Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants, and APTA positions, standards, guidelines, policies, and procedures.

The intent of these guidelines is to provide academic and clinical educators with direction and guidance in the development and enhancement of clinical education sites and physical therapist and physical therapist assistant CIs and CCCEs. These documents reflect the nature of current practice and also represent the future ideals of physical therapy clinical education.
1.0 THE CLINICAL INSTRUCTOR (CI) DEMONSTRATES CLINICAL COMPETENCE, AND LEGAL AND ETHICAL BEHAVIOR THAT MEETS OR EXCEEDS THE EXPECTATIONS OF MEMBERS OF THE PROFESSION OF PHYSICAL THERAPY.

1.1 One year of clinical experience is preferred as minimal criteria for serving as the CI. Individuals should also be evaluated on their abilities to perform CI responsibilities.

1.1.1 The CI demonstrates a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching.

1.2 The CI is a competent physical therapist or physical therapist assistant.

1.2.1 The CI demonstrates a systematic approach to patient/client care using the patient/client management model described in the Guide to Physical Therapist Practice.

1.2.2 The CI uses critical thinking in the delivery of health services.

1.2.3 Rationale and evidence is provided by:

1.2.3.1 The physical therapist for examination, evaluation, diagnosis, prognosis, interventions, outcomes, and re-examinations.

1.2.3.2 The physical therapist assistant for directed interventions, data collection associated with directed interventions, and outcomes.

1.2.4 The CI demonstrates effective time-management skills.

1.2.5 The CI demonstrates ethical behavior.

1.2.5.1 The CI provides physical therapy services ethically as outlined by the clinical education site policy and APTA’s Code of Ethics, Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Professional Conduct, Guide for Conduct of the Physical Therapist Assistant, and Guide to Physical Therapist Practice.

2.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS.

2.1 The CI uses verbal, nonverbal and written communication skills and information technology to clearly express self to students and others.
2.1.1 The CI defines performance expectations for students.
2.1.2 The CI and student(s) collaborate to develop mutually agreed-on goals and objectives for the clinical education experience.
2.1.3 The CI provides feedback to students.
2.1.4 The CI demonstrates skill in active listening.
2.1.5 The CI provides clear and concise communication.
2.2 The CI is responsible for facilitating communication.
2.2.1 The CI encourages dialogue with students.
2.2.2 The CI provides time and a place for ongoing dialogue to occur.
2.2.3 The CI initiates communication that may be difficult or confrontational.
2.2.4 The CI is open to and encourages feedback from students, clinical educators, and other colleagues.

3.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS.

3.1 The CI forms a collegial relationship with students.
3.1.1 The CI models behaviors and conduct, and instructional and supervisory skills that are expected of the physical therapist/physical therapist assistant and demonstrates an awareness of the impact of this role modeling on students.
3.1.2 The CI promotes the student as a colleague to others.
3.1.3 The CI demonstrates cultural competence with respect for and sensitivity to individual and cultural differences.
3.1.4 The CI is willing to share his or her strengths and weaknesses with students.
3.2 The CI is approachable by students.
3.2.1 The CI assesses and responds to student concerns with empathy, support or interpretation, as appropriate.
3.3 The CI interacts with patients/clients, colleagues, and other health care providers to achieve identified goals.
3.4 The CI represents the physical therapy profession positively by assuming responsibility for career and self-development and demonstrates this responsibility to the students.
3.4.1 Activities for development may include, but are not limited to: continuing education courses, journal clubs, case conferences, case studies, literature review, facility sponsored courses, post-professional/entry-level education, area consortia programs, and active involvement in professional associations including APTA.

4.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.
4.1 The CI collaborates with students to plan learning experiences.
4.1.1 Based on a plan, the CI implements, facilitates, and evaluates learning experiences with students.
4.1.2 Learning experiences should include both patient/client interventions and patient/client practice management activities.
4.2 The CI demonstrates knowledge of the student's academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience.
4.3 The CI recognizes and uses the entire clinical environment for potential learning experiences, both planned and unplanned.
4.4 The CI integrates knowledge of various learning styles to implement strategies that accommodate students' needs.
4.5 The CI sequences learning experiences to promote progression of the students' personal and educational goals.
4.5.1 The CI monitors and modifies learning experiences in a timely manner based on the quality of the student's performance.

5.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.
5.1 The CI supervises the student in the clinical environment by clarifying goals, objectives, and expectations.
5.1.1 The CI presents clear performance expectations to students at the beginning and throughout the learning experience.
5.1.2 Goals and objectives are mutually agreed-on by the CI and student(s).
5.2 Feedback is provided both formally and informally.
5.2.1 To provide student feedback, the CI collects information through direct observation and discussion with students, review of the students' patient/client documentation, available observations made by others, and students' self-assessments.
5.2.2 The CI provides frequent, positive, constructive, and timely feedback.
5.2.3 The CI and students review and analyze feedback regularly and adjust the learning experiences accordingly.
5.3 The CI performs constructive and cumulative evaluations of the students' performance.
5.3.1 The CI and students both participate in ongoing formative evaluation.
5.3.2 Cumulative evaluations are provided at least at midterm and at the completion of the clinical education experience and include student self-assessments.

6.0 THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS.
Physical Therapist Assistant Program

6.1 The CI articulates observations of students' knowledge, skills, and behavior as related to specific student performance criteria.
6.1.1 The CI familiarizes herself or himself with the student's evaluation instrument prior to the clinical education experience.
6.1.2 The CI recognizes and documents students' progress, identifies areas of entry-level competence, areas of distinction, and specific areas of performance that are unsafe, ineffective, or deficient in quality.
6.1.3 Based on areas of distinction, the CI plans, in collaboration with the CCCE and the ACCE/DCE, when applicable, activities that continue to challenge students' performance.
6.1.4 Based on the areas identified as inadequate, the CI plans, in collaboration with the CCCE and ACCE/DCE, when applicable, remedial activities to address specific deficits in student performance.
6.2 The CI demonstrates awareness of the relationship between the academic program and clinical education site concerning student performance evaluations, grading, remedial activities, and due process in the case of student failure.
6.3 The CI demonstrates a constructive approach to student performance evaluation that is educational, objective, and reflective and engages students in self-assessment (e.g., problem identification, processing, and solving) as part of the performance evaluation process.
6.4 The CI fosters student evaluations of the clinical education experience, including learning opportunities, CI and CCCE performance, and the evaluation process.


REVISIONS OF THIS DOCUMENT ARE BASED ON:

Relationship to Vision 2020: Doctor of Physical Therapy; (Academic/Clinical Education Affairs Department, ext. 3203)
Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

Standards of Ethical Conduct for The Physical Therapist Assistant
Adopted From WWW.APTA.ORG

Standards of Ethical Conduct for The Physical Therapist Assistant
HOD S06-09-20-18 [Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]
Mohave Community College * 1977 Acoma Blvd, West * Lake Havasu City, AZ 86403 * PTA Program Support 928-505-3351
Revised 7/10/17
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.
Appendices
Physical Therapist Assistant Program

Clinical Absence

Student Name: ________________________________  Date: ________________________________

Clinical Instructor: ________________________________  Course: ________________________________

Dates Absent from Clinical:
__________________________________________________________________________________________________

Reason For Clinical Absence:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Plans for Making Up Missed Work:  Due Date: ________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

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

Failure to comply with expected make up work deadlines will result in counseling for offense (next applicable documentation). Being reliable by following through with agreed upon terms is an expectation of this PTA program.

___________________________________________        Date: ________________________________
Print Student Name

__________________________        Date: ________________________________
Student Signature

__________________________        Date: ________________________________
Instructor's/Director’s Signature
Counseling Offense Form

This form will serve as documentation that the student has been notified of the issue(s) that the student is being counseled on. This form will also document the period of time permitted to correct or improve the situation.

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

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

Student Name: ___________________________________________ Date: ___________________________

Type of Offense Being Counseled For:
________________________________________________________________________________________
________________________________________________________________________________________

Type of Documentation:

Class_____ Lab_____ Clinical_________

Advisement:

Verbal _____ Written_____ Warning_____ Probation_____ Dismissal_____

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

2. If yes, when? ______________________________________________________

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

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

5. Time given to correct this situation: __________________________

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

_________________________________________        Date: ___________________________________
Print Student Name

_________________________________________        Date: ___________________________________
Student Signature

_________________________________________        Date: ___________________________________
Witness Signature
Physical Therapist Assistant Program

Program Complaint Form

The PTA program complaint form will be used for handling complaints that are related to the PTA program. This form will be kept as a record of any complaint about the program; including the nature of the complaint and the disposition of the complaint.

Person(S) Filing Complaint: _______________________________________________

Contact Made By: Phone ____ Fax ____ Email ____ Visit____

Nature of Problem:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature  Person(S) Filing Complaint

Date: __________________________

For Office Use Only:
Fact Finding:

________________________________________________________________________

________________________________________________________________________

Data to Verify Complaint:

________________________________________________________________________

________________________________________________________________________

Suggested Steps for Resolution:

________________________________________________________________________

________________________________________________________________________

Info Provided To: _______________________________________________ On (Date) _________________
By: Phone ____Fax ____Email ____Visit____

Results (Include Date of Resolution):

________________________________________________________________________

________________________________________________________________________

Print Name: ______________________________________ Campus Dean: _________________________________

Signature: _______________________________________ Signature: _____________________________________

Person(S) Completing Form

Date: __________________________  Date: __________________________