The contents of the PTA Handbook do not create a contract nor does it constitute a guarantee of continued enrollment in Heartland Community College’s PTA Program. The PTA Program reserves the right to modify, amend or delete statements in the PTA Handbook including making changes in the curriculum and policies as deemed necessary. Each student is responsible for the information contained in the PTA Handbook.

Contact Information:
PTA Office 8:00 AM – 5:00 PM, Monday through Friday
PTA Website http://www.heartland.edu/catalog/pta/
PTA Phone 309-268-8742
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PROGRAM INFORMATION

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IMPORTANT ACCREDITATION INFORMATION

Graduation from a physical therapist assistant program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, VA 22314; phone 703-706-3245 is necessary for eligibility to sit for the licensure examination, which is required in all states.

Accreditation

Physical Therapist Assistant program at Heartland 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. If needing to contact the program/institution directly, please call 309-268-8673 or email daryl.menke@heartland.edu.

COMPLAINTS to the Commission on Accreditation in Physical Therapy Education (CAPTE)
CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA). Please refer to the CAPTE website: http://www.capteonline.org/Complaints/
Heartland Community College
Physical Therapist Assistant Program
Physical Therapy Assistant Education Program Faculty

Dr. Daryl Menke, PT, DPT, MCMT
Program Coordinator and Associate Professor
Office: ICB 2813       Phone: (309) 268-8673       Email: daryl.menke@heartland.edu
BS, Physical Therapy, Wichita State University
DPT, Kansas University
MCMT, Manual Therapy, Hands-On-Therapy

Mrs. Stephanie Turner PTA, BS
Academic Coordinator of Clinical Education and Instructor
Office: ICB 2826       Phone: (309) 268-8752       Email: stephanie.turner@heartland.edu
BS – Organizational and Professional Development, Eastern Illinois University
AS – Physical Therapist Assistant, Southern Illinois University

Mrs. Krista Tilford PTA, AS
Adjunct Faculty, Instructional Facilitator for Open Lab
Office: ICB 2800       Phone: (309) 268-8742       Email: krista.tilford@heartland.edu
AS, Physical Therapist Assistant, Oakton Community College
Certificate, Massage Therapy, Parkland Community College

Administrators

Jennifer O’Connor
Dean, Health Services
Office: ICB 2816       Phone: (309) 268-8747       Email: jennifer.abraham@heartland.edu
BS-Illinois State University
ADN-Heartland Community College, Nursing
MSN-University of St. Francis, Nursing Administration

HCC PTA MISSION STATEMENT

In keeping with the mission of Heartland Community College, the Physical Therapist Assistant program is dedicated to providing excellent, innovative and diverse educational opportunities that prepares graduates to develop the skills and professionalism required of the entry-level physical therapist assistant for contemporary practice. The program is committed to providing student-centered learning opportunities to empower our graduates to safely and ethically provide care and advocacy for the patients and families within the communities we serve.

HCC PTA PROGRAM GOALS

1. Graduate competent healthcare professionals with strong critical thinking skills who are well prepared to pass the National Physical Therapy Exam for Physical Therapist Assistant and work as a Physical Therapist Assistant.
2. Foster student development in communication skills, professional behaviors, and respect for and appreciation of patient differences.
3. Promote Life-Long Learning for self-enrichment and to benefit the health outcomes of society.
4. Employ qualified and effective faculty that maintain contemporary practice and academic development in educational foundations, who maintain progress for tenure and/or promotion and are involved in the advocacy of the profession.
5. Facilitate participation in the internal and external communities served through the provision and assessment of educational needs.

HCC PTA PROGRAM EXPECTED OUTCOMES

Heartland Community College PTA graduates will be able to:

1. Demonstrate effective verbal, non-verbal and written communication with patients, family members, the physical therapist and other healthcare providers in a manner that exemplifies respect for and appreciation of difference.
2. Provide safe and competent physical therapy interventions as directed by the physical therapist and established within the plan of care to minimize risk to patient, self and others and maximize patient outcomes.
3. Perform valid and reliable data collection as outlined within the physical therapist’s plan of care, accurately report the findings through legible and timely documentation and report changes to the supervising physical therapist.
4. Demonstrate clinical problem solving by modifying selected interventions to either: 1) progress the patient to optimize outcomes, 2) ensure safety and comfort within the plan of care established by the physical therapist, or 3) discriminate when the situation exceeds the physical therapist assistant’s scope of practice.
5. Educate patients, family, care-givers, support personnel and/or community members through various methods to ensure comprehension and to enhance safety and patient outcomes.

6. Display professional and ethical behavior complimentary to the physical therapy profession and within the guidelines of the APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant and the state regulatory agency.

7. Perform physical therapy services in a fiscally responsible manner in compliance with facility procedures and payer regulations; cognizant of the current health care environment and its impact on the physical therapy profession.

8. Participate in lifelong learning and professional development to maintain continuing competence based on self-assessment and performance evaluations.

**HCC PTA Program faculty will:**

9. Demonstrate contemporary practice knowledge, academic development in educational foundations, progress for tenure and/or promotion, and involvement in the profession.

10. Maintain contemporary practice and academic development in educational foundations, pursue progress for tenure and/or promotion, and be involved in the profession.

**HCC PTA Program will:**

11. Contribute to community service and promote lifelong learning
The PTA program at Heartland Community College leads to an Associate in Applied Science Degree in Physical Therapist Assistant. This degree contains pre-admission (general education) courses, PTA technical courses and practical clinical experiences. The pre-admission courses must be completed with a “C” or greater AND a GPA of 2.5 in these courses must be obtained by the end of the fall semester to be eligible for admission to the PTA program in the subsequent spring. All PTA courses must be taken in sequence.

### Physical Therapist Assistant Program Requirements

<table>
<thead>
<tr>
<th>Pre Admission Requirements</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 Critical Reading &amp; Writing</td>
<td>3</td>
<td>ENGL 99 (completed with concurrent enrollment in ENGL 101) with a grade of C or better OR satisfactory score on placement assessment.</td>
</tr>
<tr>
<td>BIOL 181 Anatomy &amp; Physiology I</td>
<td>4</td>
<td>One year of high school biology or college level biology course within the last five years, BIOL 099 with a grade of C or higher, or assessment; and completion of Math through Intermediate Algebra Level 1, or assessment.</td>
</tr>
<tr>
<td>BIOL 182 Anatomy &amp; Physiology II</td>
<td>4</td>
<td>BIOL 181 with a grade of C or higher; and completion of Math through Intermediate Algebra Level 1 with a grade of C or higher, or assessment.</td>
</tr>
<tr>
<td>COMM 101 Intro to Oral Communication</td>
<td>3</td>
<td>College Level English and Reading Placement.</td>
</tr>
<tr>
<td>HLTH 225 Clinical Kinesiology</td>
<td>3</td>
<td>BIOL 181 with a grade of C or higher or concurrent enrollment.</td>
</tr>
<tr>
<td>PSY 101 Intro to Psychology</td>
<td>3</td>
<td>College Level English and Reading Placement.</td>
</tr>
<tr>
<td>PSY 209 Human Growth &amp; Development</td>
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<td>PSY 101</td>
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</table>

**Total Credit Hours for Pre-admission Requirements**: 23

### PTA Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Admission to the PTA program</th>
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<tr>
<td>1st Year</td>
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<tr>
<td>Spring Semester</td>
<td>PTA 100 Introduction to Physical Therapy</td>
<td>1</td>
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<tr>
<td></td>
<td>PTA 101 Principles of Patient Care</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>PTA 102 Patient Care Skills &amp; Assessment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PTA 110 Physical Agents in Rehabilitation I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PTA 111 Application of Physical Agents I</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PTA 120 Foundations of Therapeutic Exercise</td>
<td>3</td>
<td>Completion of all 1st year Spring Semester PTA courses with a “C” or greater</td>
</tr>
<tr>
<td></td>
<td>PTA 121 Therapeutic Exercise for Orthopedic Conditions</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td><strong>13.5</strong></td>
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<tr>
<td>Summer Term</td>
<td>PTA 140 Clinical Experience I</td>
<td>4</td>
<td>Completion of all previous PTA courses with a “C” or better</td>
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<tr>
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<tr>
<td>Fall Semester</td>
<td>PTA 210 Physical Agents in Rehabilitation II</td>
<td>3</td>
<td>Completion of all previous PTA courses with a “C” or better</td>
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<tr>
<td></td>
<td>PTA 211 Application of Physical Agents II</td>
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<td></td>
<td>PTA 220 Concepts of Rehabilitation</td>
<td>4</td>
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<td></td>
<td>PTA 221 Rehabilitation Techniques</td>
<td>2</td>
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<td>PTA 230 PTA Pathophysiology</td>
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<td><strong>13.5</strong></td>
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<tr>
<td>2nd Year</td>
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<td>Spring Semester</td>
<td>PTA 240 Clinical Experience II</td>
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<td>PTA 250 Clinical Seminar</td>
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**Total Credit Hours for Technical Courses**: 43

**Total Credit Hours for Associate of Applied Science in PTA**: 66
Heartland Community College  
PTA Program Curriculum  
RECOMMENDED ACADEMIC SEQUENCE for PTA

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td><strong>Summer Term (8 weeks)</strong></td>
<td><strong>Summer Term (8 weeks)</strong></td>
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<tr>
<td>BIOL 181</td>
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<tr>
<td>Anatomy and Physiology I</td>
<td>PTA 140</td>
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<tr>
<td>PSY 101</td>
<td>3</td>
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<tr>
<td>Intro to Psychology</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Fall Semester (16 weeks)</strong></td>
<td><strong>Fall Semester (16 weeks)</strong></td>
</tr>
<tr>
<td>BIOL 182</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>Physical Agents in Rehabilitation II</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>Critical Reading &amp; Writing</td>
<td>Application of Physical Agents II</td>
</tr>
<tr>
<td>COMM 101</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Oral Communication</td>
<td>Concepts in Rehabilitation</td>
</tr>
<tr>
<td>PSY 209</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>Rehabilitation Techniques</td>
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<tr>
<td>HLTH 225</td>
<td>3</td>
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<tr>
<td>Clinical Kinesiology</td>
<td>PTA Pathophysiology</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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<tr>
<td><strong>Spring Semester (16 weeks)</strong></td>
<td><strong>Spring Semester (16 weeks)</strong></td>
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<tr>
<td>PTA 100</td>
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<tr>
<td>Introduction to Physical Therapy</td>
<td>Clinical Experience II</td>
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<tr>
<td>PTA 101</td>
<td>2</td>
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<tr>
<td>Principles of Patient Care</td>
<td>Clinical Seminar</td>
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<tr>
<td>PTA 102</td>
<td>2</td>
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<tr>
<td>Patient Care Skills and Assessment</td>
<td>Total</td>
</tr>
<tr>
<td>PTA 110</td>
<td>2</td>
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<tr>
<td>Physical Agents in Rehabilitation I</td>
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<tr>
<td>PTA 111</td>
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</tr>
<tr>
<td>Application of Physical Agents I</td>
<td></td>
</tr>
<tr>
<td>PTA 120</td>
<td>4</td>
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<tr>
<td>Foundations of Therapeutic Exercise</td>
<td></td>
</tr>
<tr>
<td>PTA 121</td>
<td>2</td>
</tr>
<tr>
<td>Therapeutic Exercise for Orthopedic Conditions</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.5</strong></td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS: PHYSICAL THERAPIST ASSISTANT PROGRAM

BIOL 181 Anatomy and Physiology I 4 HRS Prerequisite: One year of high school biology or college level biology course within the last five years, BIOL 099 with a grade of C or better, or assessment; and completion of Math through Intermediate Algebra Level 1, or assessment. This course is the first in a two semester sequence dealing with the structure and function of the human body that begins with the biochemical, cellular and tissue levels of organization, homeostasis and feedback loops. Information from all levels of biological organization is presented for the integumentary, skeletal, muscular, nervous, and endocrine systems. The course explores both the normal and pathologic conditions. The laboratory exercises use human models and preserved animal specimens. (BIOL 182 completes the sequence.) (GECC L1 904L) (FA, SP, SU)

BIOL 182 Anatomy & Physiology II 4 HRS Prerequisite: BIOL 181 with a grade of C or better; and completion of Math through Intermediate Algebra Level 1 with a grade of C or higher, or assessment. This course is the second in a two semester sequence dealing with the structure and function of the human body that includes excretion and fluid balance, human development, metabolism and nutrition. Information from all levels of biological organization is presented for the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course explores both the normal and pathologic conditions. The laboratory exercises use human models and preserved animal specimens. (BIOL 182 completes the sequence begun in BIOL 181.) (FA, SP, SU)

COMM 101 Introduction to Oral Communication 3 HRS This is an introductory course in public speaking, with the dual goals of helping students understand basic communication principles and improving their oral communication skills. The course emphasizes preparing, selecting, organizing, and delivering oral messages, as well as analyzing and evaluating the speaking-listening process. (GECC C2 900) (FA, SP, SU)

ENGL 101 Critical Reading & Writing 3 HRS Prerequisite: ENGL 095 with a grade of C or better or satisfactory score on English placement exam. Placement in ENGL 101 presupposes competence in English grammar, mechanics, punctuation, and spelling. ENGL 101 is an introduction to college-level writing, with training in the skills needed at each phase of the writing process, including generating ideas about a topic, determining a purpose, forming a controlling idea, analyzing the needs of your audience, organizing and planning your writing, and composing effective sentences, paragraphs, and essays. ENGL 101 is intended to prepare students to write effectively for a variety of audiences and purposes. A final portfolio that includes research papers is required. This portfolio constitutes the majority of the grade for this course. (GECC C1 900R) (FA, SP, SU)

HLTH 225 Clinical Kinesiology 3 HRS Prerequisite: BIOL 181 with a grade of C or better or concurrent enrollment. This course examines the science of human movement as related to the skeletal, articular, neurological and muscular systems. Applications of biomechanical and kinesiological principles are utilized for the analysis of human motion.

PSY 101 Introduction to Psychology 3 HRS This course provides an introduction to psychology as the scientific study of human and animal behavior with an emphasis on the determinants human functioning. This course also focuses on how we may use the principles of physical and emotional/cognitive growth, learning, personality functioning and coping, and social interactions in our everyday lives. (GECC S6 900) (FA, SP, SU)
PSY 209 **Human Growth & Development** 3 HRS *Prerequisite: PSY 101*. This course examines human development from conception to death with some focus on research methods and developmental theories. This course addresses all the major areas of development (physical, social, emotional and cognitive) and the interaction among these areas. (GECC S6 902) (FA, SP, SU)

**PTA 100 Introduction to Physical Therapy** 1 HR
*Prerequisites:*
- Placement into college level Reading.
- Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- Admission into the PTA program
- Concurrent enrollment in PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, and PTA 121

This course introduces students to the profession of physical therapy and the role of the physical therapist assistant (PTA) as part of the physical therapist/physical therapist assistant team. It includes the historical background of physical therapy, practice settings, and the role of the American Physical Therapy Association within the profession. Discussions are facilitated about legal and ethical issues, communication, cultural awareness, research and documentation in physical therapy.

**PTA 101 Principles of Patient Care** 2 HRS
*Prerequisites:*
- Placement into college level Reading.
- Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- Admission into the PTA program
- Concurrent enrollment in PTA 100, PTA 102, PTA 110, PTA 111, PTA 120, and PTA 121

This course will introduce students to patient care activities for patients with orthopedic injury to include bed mobility, transfers and gait training and wheelchair fitting/mobility. In addition, this course also prepares the student to assess ROM, muscle strength, vital signs, manage medical emergencies, document in a medical record, instruct in patient education and comply with isolation techniques.
PTA 102 Patient Care Skills & Assessment 2-HRS
Prerequisites:
- Placement into college level Reading.
- AND
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
  - AND
    - Admission into the PTA program
  - AND
    - Concurrent enrollment in, PTA 100, PTA 101, PTA 110, PTA 111, PTA 120, and PTA 121
  - OR
    - Completion of PTA 100, PTA 101, PTA 110, PTA 111, PTA 120, and PTA 121
    - with a grade of C or better
This course provides the student the opportunity to perform basic patient care skills and data collection discussed in PTA 101 Principles of Patient Care. Clinical case scenarios are utilized for students to develop their skills in communication and clinical problem solving while performing physical therapy data collection/interventions as outlined in the physical therapist’s plan of care.

PTA 110 Physical Agents in Rehabilitation I 2-HRS-
Prerequisites:
- Placement into college level Reading.
- AND
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
  - AND
    - Admission into the PTA program
  - AND
    - Concurrent enrollment in, PTA 100, PTA 101, PTA 102, PTA 111, PTA 120, and PTA 121
  - OR
    - Completion of PTA 100, PTA 101, PTA 102, PTA 111, PTA 120, and PTA 121
    - with a grade of C or better
This is the first unit of study concerning physical agents utilized in physical therapy. General principles regarding the use of physical agents in the rehabilitation process, review and considerations for implementing the plan of care, along with the role of the physical therapist assistant is explained. Soft tissue techniques, thermal and mechanical agents are explored, and discussion of each intervention includes: purpose/indication, basic physiologic response, precautions, contraindications, safety considerations and application techniques. Methods of data collection and documentation guidelines are also presented.
PTA 111 Application of Physical Agents I 1.5 HRS

Prerequisites:
- Placement into college level Reading.
- AND
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
  - AND
    - Admission into the PTA program
  - AND
    - Concurrent enrollment in PTA 100, PTA 101, PTA 102, PTA 110, PTA 120, and PTA 121
  - OR
    - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 120, and PTA 121
    - with a grade of C or better

This course allows students to apply the physical agents presented in PTA 110 including: massage, fascia release, soft tissue mobilization, moist heat, paraffin, ultrasound, cryotherapy, contrast bath, hydrotherapy, traction, intermittent compression, compression wraps and aseptic technique. Clinical case scenarios are utilized to mimic “real” patient presentation and to promote appropriate review and implementation of the plan of care. In addition proper posturing and draping techniques along with effective communication, clinical decision making and time management are emphasized. Indications, contraindication, precautions and safety consideration regarding the physical agents are also stressed.

PTA 120 Foundations of Therapeutic Exercise 3 HRS

Prerequisites:
- Placement into college level Reading.
- AND
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
  - AND
    - Admission into the PTA program
  - AND
    - Concurrent enrollment in, PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, and PTA 121
  - OR
    - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111 and PTA 121
    - with a grade of C or better

This course provides exercise guidelines for patients with movement disorders. Principles and types of therapeutic exercises along with special consideration of exercise intervention related to tissue & joint injury, healing and postoperative management will be covered.
PTA 121  **Therapeutic Exercise for Orthopedic Conditions**  2 HRS

*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Concurrent enrollment in, PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, and PTA 120
- **OR**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, and PTA 120 with a grade of C or better

This course provides students the opportunity to practice the assessment and exercise techniques discussed in PTA 120 in order to safely and effectively provide and/or progress exercise interventions for patients with orthopedic conditions.

PTA 140  **Clinical Experience I**  4-HRS

*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120 & PTA 121 with a grade of C or better

This course provides clinical opportunity for practical experience in applying knowledge and skill presented in the first year PTA classes. Opportunities are available for students to observe, assist patients and perform physical therapy interventions and data collection under the supervision of a clinical instructor. Classroom presentation is provided prior to clinical experience to discuss appropriate clinical behavior, evidence based practice, ethical guidelines and decision making.
PTA 210 **Physical Agents in Rehabilitation II** 3-HRS

*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, PTA 121, & PTA 140 with a grade of C or higher
- **AND**
  - Concurrent enrollment in PTA 211, PTA 220, PTA 221 & PTA 230
- **OR**
  - Completion of PTA 211, PTA 220, PTA 221 & PTA 230 with a grade of C or better

This is the second unit of study concerning physical agents utilized in physical therapy. Foundational information regarding electrical stimulation is presented to prepare the student to explore the clinical application of electrical stimulation for the treatment of pain, edema, tissue damage, impaired joint mobility and muscle disuse atrophy. In addition, this course reviews the integumentary system and provides information regarding assessment and treatment of wounds. Documentation guidelines for the interventions are also discussed.

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PTA 211 **Application of Physical Agents II** 1.5-HRS

*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, PTA 121, & PTA 140 with a grade of C or higher
- **AND**
  - Concurrent enrollment in PTA 210, PTA 220, PTA 221 & PTA 230
- **OR**
  - Completion of PTA 210, PTA 220, PTA 221 & PTA 230 with a grade of C or better

This course allows students to apply the physical agents presented in PTA 210: electrical stimulation for the treatment of pain, edema, tissue damage, impaired joint mobility and muscle disuse atrophy. The course will promote competency with the following intervention components: selection of specific intervention and/or parameters (within physical therapists plan of care), applying intervention and monitoring patient response, as well as subsequent parameter modifications. Proper positioning and draping of patients are emphasized. Indications, contraindications/precautions and safety are stressed. Communication, problem solving, and time management are also addressed in the delivery of quality patient care.
PTA 220 Concepts of Rehabilitation 4-HRS

Prerequisites:
- Placement into college level Reading.
- Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- Admission into the PTA program
- Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PA 120, PTA 121, and PTA 140 with a grade of C or higher
- Concurrent enrollment in PTA 210, PTA 211, PTA 221 & PTA 230

OR
- Completion of PTA 210, PTA 211, PTA 221 & PTA 230 with a grade of C or better

This course begins with instruction in data collection for patients with spinal pathologies and progresses to understanding the causes, common management methods and rehabilitation of these disorders. The course then focuses on the rehabilitation concepts of motor development, motor learning and motor control to prepare the student to treat the pediatric population and the neurologically impaired patient. Rehabilitative considerations for the patient with amputation are also discussed as well as ADA requirements for accessibility.

PTA 221 Rehabilitation Techniques 2 HRS

Prerequisites:
- Placement into college level Reading.
- Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- Admission into the PTA program
- Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PA 120, PTA 121, and PTA 140 with a grade of C or higher
- Concurrent enrollment in PTA 210, PTA 211, PTA 220 & PTA 230

OR
- Completion of PTA 210, PTA 211, PTA 220 & PTA 230 with a grade of C or better

This course allows students to apply the rehabilitative techniques discussed in PTA 220. Data collection, exercise interventions along with education/instruction on ergonomics and body mechanics are performed for the patient with spinal disorders. The course shifts to treatment of patients with simulated neurological conditions; interventions consisting of pregait, balance activities, and gait training are utilized or employed. Clinical decision making is emphasized throughout the course with presentation of the material in a clinical case format with an expectation that students will be able to select and modify interventions within the physical therapist’s plan of care.
PTA 230 **PTA Pathophysiology** 3HRS  
*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, PTA 121, and PTA 140 with a grade of C or higher
- **AND**
  - Concurrent enrollment in PTA 210, PTA 211, PTA 220 & PTA 221
- **OR**
  - Completion of PTA 210, PTA 211, PTA 220 & PTA 221 with a grade of C or better

This course provides the student with an overview of pathological conditions of the human body. Involved anatomy and/or physiology, as well as etiology, signs and symptoms, prognosis, medical and physical therapy management of the pathologies will be reviewed with specific content related to physical therapy interventions, precautions and contraindications.

PTA 240 **Clinical Experience II** 10 HRS  
*Prerequisites:*
- Placement into college level Reading.
- **AND**
  - Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
- **AND**
  - Admission into the PTA program
- **AND**
  - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, PTA 121, PTA 140, PTA 210, PTA 211, PTA 220, PTA 221, and PTA 230 with a grade of C or higher.
- **AND**
  - Concurrent enrollment in PTA 250
- **OR**
  - Completion of PTA 250 with a grade of C or better

This course provides the final clinical opportunities for practical experience in applying all the knowledge and skills presented during all previous PTA courses. Skills are refined under the supervision of a clinical instructor, working toward mastery of clinical skills, critical thinking and professional behaviors required of an entry-level physical therapist assistant.
PTA 250 Clinical Seminar 2 HRS

Prerequisites:
  Placement into college level Reading.
  AND
  Completion of ENGL 101, BIOL 181, BIOL 182, COMM 101, HLTH 225, PSY 101 and PSY 209 with grades of C or better
  AND
  Admission into the PTA program
  AND - Completion of PTA 100, PTA 101, PTA 102, PTA 110, PTA 111, PTA 120, PTA 121, PTA 140, PTA 210, PTA 211, PTA 220, PTA 221, and PTA 230 with a grade of C or higher
  AND
  Concurrent enrollment in PTA 240
  OR
  Completion of PTA 240 with a grade of C or better

This course is the final stages of preparation for the development of an entry-level PTA. Topics presented in this course include billing/reimbursement, discharge planning, legal issues, sexual harassment and professionalism. Evidence-based practice is examined related to literature search techniques and critically appraising clinical practice articles to determine the validity, impact and applicability to clinical practice. Job searching skills and workforce preparation activities, such as resume development and interviewing skills are reviewed. Elements of role transition to entry-level PTA will be examined related to preparation for licensure examination, career development and life-long learning.
### PTA SKILL COMPETENCY CHECKOFFS

#### PTA 102 Patient Care Skills & Science

**Data Collection**
- Goniometry
- Manual Muscle Test
- Vital Signs

**Interventions**
- Bed Mobility/Positioning
- Transfers (orthopedic)
- Gait Training (orthopedic)
- Isolation / Sterile Techniques / Personal Protective Equipment

#### PTA 111 Application of Physical Agents I

**Data Collection**
- Anthropometric measurements

**Interventions**
- Massage / Friction Massage / Myofascial Release
- Paraffin
- Moist Heat
- Ultrasound
- Cold Pack/Ice massage
- E stim for Pain

#### PTA 121 Therapeutic Exercise for Orthopedic Conditions

**Interventions**
- Exercise Intervention (Elbow/Forearm)
- Exercise Intervention (Wrist/Hand)
- Exercise Intervention (Shoulder)
- Exercise Intervention (Hip)
- Exercise Intervention (Knee)
- Exercise Intervention (Ankle)
- Balance & Proprioception Exercises

#### PTA 211 Application of Physical Agents II

**Data Collection**
- Wound assessment
- Sensation Assessment

**Interventions**
- Traction
- Estim (tissue healing / edema)
- Wound Management (dressing application/removal, debridement)
- Iontophoresis
- NMES (innervated / dennervated)
- ES & US Combo

#### PTA 221 Rehabilitation Techniques

**Data Collection**
- Goniometry/Inclinometer (spine)
- Balance Testing

**Interventions**
- Cervical / Thoracic Stretch & Strength
- Lumbar Stretch & Strength
- PNF diagonals UE, LE
- Transfers (neurological)
- Gait Training (neurological)
- Pre Gait activities (NDT, PNF)
- Breathing and Cough
- Balance Testing
**ESTIMATED PTA PROGRAM COSTS**

The tuition rate for PTA courses is the same as for all other Heartland courses. Other items and approximate costs include:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees: full PTA program (excluding prerequisites)</td>
<td></td>
</tr>
<tr>
<td>• $150.00 / credit hour (tuition)</td>
<td></td>
</tr>
<tr>
<td>• $8.00 (tech / life) / credit hour (college fees)</td>
<td></td>
</tr>
<tr>
<td>• $450.00 course fees</td>
<td>$10,878</td>
</tr>
<tr>
<td>Pre-entrance Criminal Background Check</td>
<td>$50-60</td>
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<tr>
<td>Pre-entrance Drug Screening</td>
<td>$50-60</td>
</tr>
<tr>
<td>Pre-entrance TEAS Test</td>
<td>$55</td>
</tr>
<tr>
<td>Pre-entrance Physical / Immunizations / Lab work</td>
<td>Varies</td>
</tr>
<tr>
<td>Books</td>
<td>$1,000- 1,500</td>
</tr>
<tr>
<td>Name Tag / Uniform / Shoes</td>
<td>$250</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$40-60</td>
</tr>
<tr>
<td>2 – School Patches ($5 each) (2)</td>
<td>$10</td>
</tr>
<tr>
<td>Personal Health Insurance (student’s responsibility)</td>
<td>Varies</td>
</tr>
<tr>
<td>NPTE</td>
<td></td>
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<tr>
<td>Online application fee for Continental Testing Services</td>
<td>$ 98</td>
</tr>
<tr>
<td>FSBPT registration</td>
<td>$ 485</td>
</tr>
<tr>
<td>Prometric Testing Site Fee</td>
<td>$ 80</td>
</tr>
<tr>
<td>State of Illinois PTA License Fee (this is inclusive of acceptance of examination and the license fees)</td>
<td>$150</td>
</tr>
<tr>
<td>Travel to Clinical Sites</td>
<td>Varies</td>
</tr>
<tr>
<td>Graduation Pin</td>
<td>$35-$150</td>
</tr>
</tbody>
</table>

*Estimated Fees as of March 25, 2019*

There are a variety of immunizations required by our clinical partners. A list of immunizations will be distributed after acceptance into the program.

*All tuition, fees, and cost estimates are subject to change without notice*
Policy:
The curriculum leading to the Associate of Applied Science (A.A.S.) degree in Physical Therapist Assistant requires a student to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and function. Unique combinations of psychomotor, physical, cognitive, affective and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the A.A.S. in Physical Therapist Assistant, these functions are necessary to ensure the health and safety of patients, fellow students, faculty and other healthcare members.

The PTA program requires the following as functional abilities for the physical therapist assistant student:

1. Demonstrate:
   a. Motor Skills:
      i. Ability to guide, assist, resist and protect patients that are walking, exercising, or performing other activities.
      ii. Ability to move, adjust, position and lift patients and equipment.
      iii. Ability to perform bending, twisting, pushing, pulling, reaching, standing, kneeling, sitting, walking and crawling.
      iv. Ability to perform CPR without assistance.
      v. Ability and dexterity to manipulate physical therapy equipment including but not limited to adjustment of dials, gauges, small nuts/bolts and various equipment settings.
      vi. Ability to tolerate prolonged standing, sitting, stooping, squatting, bending, pushing and pulling.
      vii. Sufficient endurance to work an eight hour day.

   b. Sensory/Observation Skills:
      i. Visual ability to observe and respond to patient responses including facial expressions, movement patterns, verbal responses and reactions.
      ii. Ability to assess safety factors involving patient care and physical environment.
      iii. Auditory ability to recognize and respond to equipment alarms, call bells and timers.
      iv. Auditory ability to effectively monitor blood pressure and breath sounds.
      v. Tactile ability to palpate pulse and muscle contractions, and detect abnormalities of skin texture, skin temperature, muscle tone, tissue texture and joint movement.
      vi. Ability to tolerate noxious odors, perfume, unsightly wounds and skin condition smell.

   c. Communication Skills:
      i. Ability to listen effectively.
      ii. Ability to recognize, interpret and respond appropriately to non-verbal behavior.
      iii. Ability to communicate effectively verbally, in writing, and electronically using standard college-level English.
d. Intellectual/Conceptual/Critical Thinking Skills:
   i. Ability to collect and interpret data related to patients and physical therapy and make effective decisions
   ii. Ability to critically think and problem solve for effective patient management and implementation of selected treatment interventions
   iii. Ability to prioritize multiple tasks, integrate information and make effective decisions
   iv. Recognize emergency situations and act appropriately

e. Professional Behaviors:
   i. Act safely and ethically in classroom, lab and clinical/professional setting
   ii. Ability to work in stressful situations
   iii. Ability to work with individuals of varying socioeconomic, ethnic, and cultural backgrounds
   iv. Ability to act in the best interest of patients
   v. Strong interpersonal skills that allow for respectful interaction with classmates, faculty, colleagues and patients
   vi. Demonstrate personal responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence and belief in themselves

2. The college offers services for students with documented sensory, physical, learning, or other disabilities. Students must submit appropriate documentation and then participate in an interactive process with Disability Support Services to determine reasonable accommodations:
   a. If a student believes he or she is eligible to receive accommodations due to a disability, they should contact Disability Support Services located in the Academic Support Center

3. The program reserves the right to require a simulated clinical test to verify an applicant’s/student ability to perform the actions listed above.
II. PROGRAM POLICIES and PROCEDURES

PROGRAM POLICIES and PROCEDURES

A. Admission
B. Re-application to PTA program
C. Due Process
D. Informed Consent
E. Informed Consent – Non-Student
F. Nondiscrimination and Equal Opportunity
G. Privacy and Confidentiality
H. Re-entry into the PTA Program
I. Requirements to Begin Program After Notification of Acceptance
J. Social Networking
K. Student Criminal Background Check
L. Pre-Matriculation Student Drug Screen
Heartland Community College  
Physical Therapist Assistant Program  
ADMISSION

Policy:
PTA student admission procedures and practices adhere to applicable law, are nondiscriminatory and assure equal opportunity to all applicants. The PTA program at Heartland Community College is a selective admission program. The Physical Therapist Assistant Program enrollment is limited to 16 students per year. Decision for admission is based on achievement of minimum academic criteria and the quality of the applicant’s credentials in relation to those of other applicants.

Procedure:
1. Prepare to Apply:
   a. Students are encouraged to review program Accreditation information.
   b. Students must meet with an HCC academic advisor.
   c. Students are encouraged to review the Planning Guide on the website.
   d. Students are encouraged to attend an information meeting.
   e. Students are encouraged to review program requirements as outlined in the PTA Program Handbook.
   f. Students are encouraged to review licensure considerations.
      i. Passing the National Physical Therapy Exam (NPTE) is required for licensure. In order to sit for the NPTE, students must graduate from a program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and meet eligibility criteria designated by each state’s licensing authority. The Federation of State Boards of Physical Therapy (FSBPT) administers the NPTE.
      ii. Applicants seeking licensure in the state of Illinois will need to answer several licensure questions including personal history, child support and/or student loan information questions.
   g. Students are encouraged to review the program costs listed in the PTA Program Handbook.
   h. Students are encouraged to review the PTA curriculum listed in the PTA Program Handbook.

2. Academic Requirements:
   a. All pre-admission courses completed with a minimum grade of a “C” OR in progress during the fall semester of the application cycle.
      i. If the student has completed Advanced Placement exams it will be scored as follows: 5 = letter grade A / 4 = letter grade B / 3 = letter grade C. Scores below 3 will not be considered.
      ii. HLTH 225, BIOL 181 & 182 or equivalent completed within the last five years. This will be counted from the Spring semester of the application cycle (i.e. Apply in Spring 2016 – the five years would be Spring semester of 2011)
      iii. If a candidate is completing one or more general education courses during the fall semester of the application cycle, the grade utilized for that course will be the mid-term grade.
      iv. In the event a candidate elects to re-take a course in an attempt to improve the grade that is on their transcript the following will be utilized in the selection process:
         • If the candidate completes the re-take prior to Aug 1 of the application cycle, the highest grade will be utilized.
• If the candidate is retaking the course during the fall semester of the application cycle, the grade utilized for that course will be the mid-term grade and not any previous grade.

b. All general education courses must be passed with a minimum grade of “C” and the candidate must have a minimum GPA of 2.5. If the candidate was provisionally selected for the program but does not meet these requirements they will not be allowed to enter into the program. The candidate would need to submit a new application for the PTA program during a subsequent application cycle.

c. Minimum Test of Essential Academic Skills V AH (TEAS V AH) comprehensive score of 59.4%

d. Residency – please refer to the HCC website: https://www.heartland.edu/payingForCollege/cost/residency.html
Please refer to "How are Applicants Selected" for further information related to residency

3. How to Apply:
   a. Apply to HCC
      i. Complete the new student admission process. Applications are accepted in person at Admissions (CCB 1000), by mail, by fax, or online.

b. Apply to HCC PTA Program
   i. Complete and submit the Application for Physical Therapist Assistant (PTA).
      • Application Opens: April 1
      • Application Due Date: August 1
      • Applications for PTA must be postmarked or office stamped by Admissions on the Normal Campus between April 1 and August 1. No early or late applications will be accepted.
      • Applications may be reopened at a later date if seats remain available.

   ii. Submit required documents for evaluation by September 1. These include:
      • Official copies of all college transcripts received by Student Records
      • Photocopy of driver’s license or State ID
      • Submission of mid-term grades if enrolled in pre-admission courses in the fall semester of application deadline by last week of October.

   iii. Take the Test of Essential Academic Skills V AH (ATI-TEAS). This test will be offered at Heartland Community College’s Normal Campus.
      • Dates to be posted on the PTA website.
      • A fee must be paid at the time of testing.
      • To schedule the ATI TEAS test, please log into your myHeartland account, click on appointments, Allied Health, TEAS testing. Check your Heartland email for confirmation.
      • Study guides are available at www.atitesting.com and at the HCC Library.
      • Students may retake the ATI TEAS test one time within the application period at HCC (April - September). The highest grade within the application period will be used for evaluation.
• ATI TEAS comprehensive score of 59.4% or greater is required for admission into the PTA program. - See more at: 
  http://www.heartland.edu/catalog/pta/admission.jsp#sthash.1RNF4kbE.dpuf
• Study material is available at www.atialliedhealth.com or the HCC College Library. Students may retake the TEAS V AH test one time within the application period at HCC (April- August.) The highest grade within the application period will be used for evaluation.

iv. In the event that there are fewer qualified candidates than there are seats available, applications will continue to be accepted until the program’s maximum capacity has been reached or until the program’s mandatory orientation.

v. Transfer students with credits from another PTA program may apply. PTA credits will be evaluated on a course-by-course basis. All other credits are subject to process outlined in the HCC Student Handbook (https://www.heartland.edu/documents/catalog/collegePolicies.pdf) The following material must be submitted:
  • Letter requesting transfer into the HCC PTA program.
  • Heartland Community College application for admission
  • Official copies of all college and PTA school transcripts
  • Syllabus and detailed content outline of each PTA course completed with a “C” or better.

vi. Re-entry Students: Please see Re-entry into the PTA Program

4. How are Applicants Selected:
   a. All qualified applicants will be ranked and the top 16 will be offered a seat. A maximum of two qualified applicants who are out of district that are ranked in the top 16 will be offered a seat in the program.
   b. In the event that a seat opens after the original top 16 have been offered, those applicants that were determined to be qualified but did not make the original top 16 list will be ranked and the remaining seats will be filled. This process will continue until all seats are filled, until all qualified candidates have been exhausted, or until the program’s mandatory orientation.
   c. If a candidate is completing one or more general education courses during the fall semester of the application cycle, the grade utilized for that course will be the mid-term grade.
   d. In the event a candidate elects to re-take a course in an attempt to improve the grade that is on their transcript the following will be utilized in the selection process:
      i. If the candidate completes the re-take prior to Aug 1 of the application cycle, the highest grade will be utilized.
      ii. If the candidate is retaking the course during the fall semester of the application cycle, the grade utilized for that course will be the mid-term grade and not any previous grade.
   e. Regardless, all general education courses must be passed with a minimum grade of “C” and the candidate must have a minimum GPA of 2.5. If the candidate was provisionally selected for the program but does not meet these requirements they will not be allowed to enter into the program.
The candidate would need to submit a new application for the PTA program during a subsequent application cycle.

f. Applicants provisionally selected and who accept a seat but subsequently turn the seat down may elect to submit a new application for the PTA program during a subsequent application cycle. However if the applicant accepts and then subsequently turns the seat down in 2 successive admission cycles, the applicant will not be considered for selection during the next immediate application cycle.

g. The following outlines the scoring system utilized to rank candidates:

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>Normalized GPA on general education courses [(Pre-admission GPA / 4.0) X 100]</td>
</tr>
<tr>
<td>30%</td>
<td>ATI TEAS Score</td>
</tr>
<tr>
<td>5%</td>
<td>Prior Academic Achievement</td>
</tr>
<tr>
<td></td>
<td>• Master Degree or higher (100), OR</td>
</tr>
<tr>
<td></td>
<td>• Bachelor Degree (75), OR</td>
</tr>
<tr>
<td></td>
<td>• Associate Degree (50), OR</td>
</tr>
<tr>
<td></td>
<td>• College Certificate in CNA, EMT, Massage Therapy (25), OR</td>
</tr>
<tr>
<td></td>
<td>If none of the above (0)</td>
</tr>
</tbody>
</table>

[Normalized GPA] X 65% + [ATI TEAS Score] X 30% + [Prior Achievement] 5% = SCORE

In case of a tie, the applicant with the highest GPA in the general education courses will be given priority.

5. Notification of Acceptance

a. Applicants will be notified of their status regarding admission via their Heartland email by November 15.

b. Applicants not accepted during an application cycle will receive an email explaining why their application could not be approved at this time. These individuals should work with an academic advisor to satisfy basic admission requirements and reapply when admission requirements have been made.

c. Applications and waiting lists are not maintained from year to year.

d. Applicants that are offered a seat in the program must meet the following requirements prior to official acceptance into the program.

i. Complete currently enrolled pre-admission courses with a ‘C’ or greater AND a GPA of 2.5 in the pre-admission courses

ii. Attend Orientation

iii. Submit to a criminal background check and drug testing and disclose any previous criminal convictions

iv. Fulfill all clinical education requirements

v. Satisfy all financial obligations to the college

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 3-1-2015 / 10-16-2015 / 12-17-16
I. **Policy**

a. Students must pass all courses in each semester or term of the program to qualify to progress to the next term or semester.
   i. Semester is defined as the 1st spring semester (PTA 100, 101, 102, 110, 111, 120, 121), 1st fall semester (PTA 210, 211, 220, 221, 230) and 2nd spring semester (PTA 240 and 250).
   ii. Term is defined as the summer PTA 140 course.

b. If a student fails 1 or more courses during a semester or term of the program, they will be dismissed from the program.

c. The student may elect to re-apply to the program within the next application cycle for the HCC PTA program. The student must meet the following requirements:
   i. Meet all qualifications to be admitted to the program.
   ii. The HCC PTA program will admit all newly qualified candidates first. If a seat is available after this selections process and a student whom failed a course(s) in the immediate previous enrollment to the HCC PTA program has applied and is qualified they will be offered a seat.
   iii. Credit will be given for the HCC PTA program courses the student passed during the immediate previous enrollment to the HCC PTA program.
   iv. The student would be required to enroll in and pass the course(s) they did not pass in the immediate previous enrollment to the HCC PTA program.
   v. To assure knowledge and skill has been maintained from classes passed, the student will also be encouraged to develop and complete a remediation plan or audit the courses passed.
   vi. If the student does not pass the course(s) on the second attempt. The student will be dismissed from the program and will not be allowed to re-apply to the HCC PTA program.

d. If a student chooses not to re-apply or they are not re-admitted within the next application cycle for the HCC PTA program, they could re-apply to the HCC PTA program in the future. However, to assure integrity of the program the student would be required to start the program again with no credit provided for any HCC PTA courses previously passed.

e. Students are allowed only 2 admissions to the program. If a student does not meet all academic requirements on the second admission, they will not be allowed to reapply to the HCC PTA program.
   i. In case of extenuating circumstances, such as a major health issue or other catastrophic event, the second attempt ruling may be appealed to the PTA Program Coordinator. The decision of approval or denial rests with the HCC PTA program and the Dean of Health Sciences and is final.

f. Students who have been dismissed from the program due to legal, ethical or safety reasons will not be allowed to be readmitted to the HCC PTA program.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates:
Heartland Community College  
Physical Therapist Assistant Program  
DUE PROCESS

Policy:
The PTA program at HCC is committed to respecting the rights and privileges of persons associated with the educational program in regard to informed due process. The PTA program follows the policies and procedures put forth by Heartland Community College regarding due process for students and faculty.

Procedure:
The PTA program faculty will:

1. **Adhere to HCC Policies and Procedures related to students**
   
   a. Student Dispute and Appeal Process (found in HCC College Policies Student Handbook)
      
      i. *Students have recourse through the Student Dispute and Appeals processes when they disagree with a decision rendered by college faculty or staff regarding course-related matter or other student issues.*

   b. HCC Specific Procedure for Course Related Dispute (found in HCC College Policies Student Handbook)
      
      i. **Step 1:** If a student has a course-related complaint, he/she is required to contact the classroom instructor immediately. All divisions stress the importance of students communicating concerns first with classroom faculty. The faculty response will be made in writing and dated.

      ii. **Step 2:** If, after speaking with the instructor, the student is still dissatisfied, the student is asked to contact the Academic Dean or Designee. After review, the administrator’s response will be made in writing and dated.

      iii. **Step 3:** If the student is still unsatisfied with the divisional recommendation, the student can initiate a formal appeal. Students must initiate a formal appeal to seek resolution regarding any course-related issues within 30 business days of the end of the semester in which the dispute occurs.

      iv. To begin a formal appeal, a letter must be drafted explaining the reason for the appeal, and the student should provide any supporting documentation. The letter should be addressed to the person below who will process the appeal, disseminate it to the staff member responsible, and document the outcome of the appeal.

      v. **Division Secretary of Student Success**
         
         Suite SCB 2300  
         Heartland Community College  
         1500 Raab Road  
         Normal IL, 61761

   c. HCC Formal Student Appeals Process Chart for guidance on whom to contact for a divisional response. (found in HCC College Policies Student Handbook)

   d. Board Policy: Student Section 5.8 Appeals
      
      i. *Students are encouraged to make every attempt to resolve grievances informally at the point of origin. However, so that formal appeals are readily accommodated, students need only contact the Student Advocate in the academic advisement office to file any type of grievance (concerns regarding alleged discrimination, financial aid, grading, disciplinary sanctions, academic regulations, privacy of records, and the like). While a
grievant may be asked to prepare written materials or other information depending upon the nature of the appeal, the Student Advocate will direct the appeal through the proper administrative channels.

2. **Adhere to HCC policy and procedures related to student right and privileges**
   a. Code of Conduct (found in HCC College Policies Student Handbook)
   b. Disciplinary Procedures (found in HCC College Policies Student Handbook)
   c. Final Exam Policy (found in HCC College Policies Student Handbook)
   d. Maximum Course Load (found in HCC College Policies Student Handbook)
   e. Privacy of Student Educational Records found in HCC College Policies Student Handbook

3. **Adhere to HCC policy and procedures related to faculty**
   a. Article VI: Grievance Procedure (Collective Bargaining Agreement)
   b. Article VII: Disciplinary Procedures (Collective Bargaining Agreement)
   c. Article IX: Evaluation Procedure (Collective Bargaining Agreement)
   d. Article XI: Academic Freedom, Professional Rights and Responsibilities (Collective Bargaining Agreement)
   e. Drug Free Workplace (HCC General Information Student Handbook)

4. **Adhere to HCC policies and procedures related to Nondiscrimination and Affirmative Action**
   a. Harassment Policy (HCC College Policies Student Handbook)
   b. Equal Opportunity Statement (HCC General Information Student Handbook)
Heartland Community College
Physical Therapist Assistant Program
INFORMED CONSENT

Policy:
In order to protect the rights and privileges of person’s associated with the HCC PTA Program the following informed consent forms will be reviewed at orientation and signed by the students before participation in any of the PTA technical Courses.

Procedure:
1. During the student orientation for the PTA program, the following Informed Consent forms will be discussed. Students will be given an opportunity to ask questions. Signatures from the student will be obtained before participation in any of the PTA technical course work.
   a. Human Participant/Subject Informed Consent Form: This form documents the student’s informed consent to participate in laboratory activities and as a demonstration model in laboratory, lecture, or clinical and acknowledges the student’s assumption of all risks and responsibilities surrounding that participation.
   b. Audio/Visual Consent Form: This form obtains the student’s permission to take photographs, audiotape or videotape of them while in the laboratory or other PTA related events. Some of these pictures may be used for recruitment and/or media relations.
   c. Essential Function Form: This form documents that the student understands the essential functions necessary for a student in the Physical Therapist Assistant program and for employment as a physical therapist assistant.
   d. Clinical Requirements Acknowledgment Form: This form documents that the student has been notified about clearances including but not limited to drug screen, criminal background check, and health requirements for clinical education as well as maintaining own health insurance coverage during all Clinical Education Courses.
   e. Health Insurance Coverage (for clinical experience): This form documents students acknowledgment of possessing current health insurance coverage.
   f. Licensure Requirements Acknowledgement Form: This form documents that the student has been notified about requirements to obtain licensure.
   g. Academic Integrity Agreement: This form documents that the student understands the definition and consequences of academic misconduct.
   h. Professional Agreement: This form is signed by the student as a commitment to following APTA’s Standards of Ethical Conduct for the PTA and Illinois Physical Therapy Practice Act.
   i. Patient Bill of Rights: This form describes the student responsibility to inform patients that they are a “student” and of the patient’s risk – free right to refuse participation in clinical education.
   j. Commitment to Confidentiality: This form documents the student’s agreement to protect privacy and confidentiality of patients.
   k. Social Networking Policy: This form documents the student’s agreement to follow the Social Networking Policy.
1. **Release of Personal Information for Teaching Purposes:** This form allows the PTA program to assemble a student directory to distribute to fellow classmates and faculty associated with the program for communication purposes.

m. **Release of Student Information to Clinical Sites:** This form authorizes the PTA program faculty to furnish clinical affiliation sites with mandatory medical records/immunization, information regarding academic performance &/or attendance, phone numbers including emergency contact information, date of CPR certification and drug screen and criminal background check.

n. **Release of Liability:** This form releases HCC from any harm associated with illness, disease or injury incurred or caused by activities connected with any course work.

o. **PTA Handbook & Policy Changes:** This form documents that the student has read the PTA Student Handbook.

2. Students have the right to sign or not sign any of the above forms. A student who chooses not to sign any of the above forms will be counseled regarding the importance of each form. If the student does not sign any of the above forms, he/she will not be allowed to continue in the program.

3. Copies of the signed forms are maintained by the program, secured in the student file or electronically on a password secured drive.
Heartland Community College
Physical Therapist Assistant Program

INFORMED CONSENT NON-STUDENT

Policy:
To foster active and engaged learning environment individuals from the public (students not enrolled in the PTA program / HCC faculty or staff / members of the community) may agree to participate and serve as a patient simulator. In order to protect the rights and privileges of person’s agreeing to serve in this capacity the HCC PTA Program will require that each person complete and sign the "Informed Consent: Non-Student" form prior to participation in any of the PTA Program courses or activities.

Procedure:
1. The PTA Program Coordinator or Instructor for the course or activity will provide the person with a copy of the "Informed Consent: Non-Student" form.
2. The person shall complete each section and sign the form prior to participation.
3. A copy of the signed form will be provided to the person upon request.
4. The original signed form will be forwarded to the PTA Program Coordinator who will then place this in a secure file (electronic or hard copy).
5. In the event the person refuses to sign the consent or does not complete the form, the person will not be allowed to engage in any activity.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates:
Heartland Community College  
Physical Therapist Assistant Program  
NONDISCRIMINATION and EQUAL OPPORTUNITY

Policy:
The PTA program is in agreement with and adheres to the college’s equal opportunity statement (HCC General Information / Student Handbook) that states; “The College provides equal educational opportunities to all students and equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, gender, sexual orientation, national origin, age, disability, marital status, status as a veteran, or any other protected status under federal, state or local laws. This policy applies to all terms and conditions of enrollment and employment. Heartland Community College expressly prohibits any form of harassment in the learning and working environment, including but not limited to, sexual harassment and harassment based on any status or condition protected by applicable law, rule or regulation. The College prohibits discrimination based on any such protected status and shall maintain compliance with the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Violence Against Women Act of 1994, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Illinois Human Rights Act, and all other laws, rules and regulations that apply to College operations. To the extent that there are conflicts between the terms of any College policy and applicable law, such applicable law shall be controlling. Whenever a specific external law, rule or regulation is referenced in these policies, such reference shall be to the most recent enacted and amended version of such law, rule or regulation.” The PTA faculty will adhere to this statement with instruction and matricula

Procedure:
1. PTA admission procedures adhere to applicable law, nondiscriminatory standards, and assure equal opportunity for all applicants (See PTA Admission Policy and Procedure)
2. PTA program faculty will adhere to Classroom Policy and Procedure 3.11 Students with Disabilities found in the Faculty Handbook:
   “Students with Disabilities
   HCC complies fully with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA). Faculty should be aware that federal law requires that reasonable accommodations be made to students with known disabilities; state law obligations, as well as HCC Board policy, are consistent with this federal mandate.

   Accommodations are considered reasonable as long as course or program requirements are not fundamentally altered, standards are not lowered, and there is a logical link between the student’s limitations and the accommodation. Faculty are encouraged to work cooperatively with the College’s Director of Disability Support Services to determine means of accommodation that meet these criteria.

   It is also recommended that faculty include a statement on course syllabi indicating their willingness to provide reasonable accommodations to a student with a disability—e.g., “If you are a student with a visible or invisible disability that requires an accommodation, please contact Disability Support Services at (309) 268-8259 to insure that your learning needs may be appropriately met.”

3. If a student believes they are eligible to receive accommodation due to a disability, they should contact Disability Support Services located in the Academic Support Services.
4. Students requesting accommodations must submit appropriate documentation and then participate in an interactive process with Disability Support Services to determine appropriate accommodations.
5. Upon verification of the disability, the appropriate accommodations will be recommended.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 10-16-2015

Original: 12-19-2014
Heartland Community College
Physical Therapist Assistant Program
PRIVACY and CONFIDENTIALITY

Policy:
PTA faculty and students will preserve the privacy of all persons, including patients, patient’s family, students, demonstration subjects, academic and clinical education faculty, practitioners and supporting staff.

Procedure:
Confidentiality of Student Information
1. PTA academic faculty/staff will:
   a. Abide by the Privacy of Student Education records (FERPA) as outlined in the HCC College Policies Student Handbook
   b. Abide by Classroom Implication of the Privacy Act outline in the Faculty Handbook
      i. “All information provided to faculty about students should be considered private and confidential. Instructors should never post students’ grades in a public place. Students should use the online computer system or request a paper copy in the Student Service Center to review their midterm or final grades”
   d. Abide by HCC Appropriate Use Policy http://www.heartland.edu/policy/appropriateUsePolicyAtHeartland.pdf
   e. Keep copies of academic and clinical information in locked files, or electronically on a password secured drive.
   f. Provide student counseling/advising sessions with faculty in the privacy of the faculty member’s office or other appropriate private room (i.e. conference room)
   g. Provide Personal and or Academic information for Potential Employees only with the written consent/release of the student (Release of Personal/Academic Information for Potential Employee)
   h. Provide student information consisting of medical records/immunizations, academic performance &/or attendance, phone numbers including emergency contact information, drug screen and criminal back ground check to clinical site that students have been assigned to only with the written consent/release from the student (Release of Student Information to Clinical Sites).
2. PTA Clinical Faculty will:
   a. Maintain privacy and confidentiality as outlined in the Center Coordinator of Clinical Educator (CCCE) and Clinical Instructor (CI) job duties.

Confidentiality of all other persons, including patients, patient’s family, demonstration subjects, academic and clinical education faculty, practitioners and supporting staff.
1. PTA Students will:
   a. Students will abide by and complete HIPPA training in PTA 100 and achieve a passing score on the quiz following training.
   b. Students who violate the provisions of HIPAA, such as accessing private patient information not pertinent to their role as a student health care provider or violating patient confidentiality, may be dismissed from the program. All information distributed by the clinic site (e.g. administrative
information, patient care protocols) may not be removed from the site without permission from the clinical instructor or CCCE.

c. Sign a Commitment to Confidentiality Agreement at orientation.

d. Sign acknowledgement of receiving and understanding the Social Networking Policy

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 10-16-2015 / 12-17-16
Heartland Community College  
Physical Therapist Assistant Program  
REQUIREMENTS TO BEGIN PROGRAM AFTER NOTIFICATION OF ACCEPTANCE

**Policy:** Prior to students beginning technical PTA courses, the following requirements listed below must be completed. Students will be responsible for all fees associated with these requirements.

**Procedure:**

1. Satisfactory Medical Exam utilizing the HCC form inclusive of the Ishihara test for color blindness.
3. Proof of Immunization for the following:
   1. MMR (Measles, Mumps and Rubella)  
      a. Two doses of MMR given at least 1 month apart
         **OR**
      b. Submit laboratory evidence of immunity (Measles AND Mumps titer)
   2. Rubella  
      a. A titer is mandatory
   3. TDaP (Tetanus, Diphtheria, Pertussis)  
      a. TDaP booster is required within the last 10 years
   4. Varicella  
      a. Two doses of Varicella
         **OR**
      b. Submit laboratory evidence of immunity (Varicella titer)
   5. Hepatitis B  
      a. Three documented doses of Hepatitis B Vaccine
         **AND**
      b. Submit laboratory evidence of immunity (Hepatitis B titer)
         - If the student has never had the HEP B vaccination they then would need the 3 dose series.
           o After the 3 dose series the student would need to obtain a titer to show immunity
         - If the student **cannot produce written documentation** of previous vaccinations they must
           o Complete a titer to determine immunity
             - If immune – no further actions
             - **If not immune** – complete a 3 dose series
               - After the 3 dose series the student would need to obtain a titer to show immunity
         - If the student produces written documentation of previous vaccinations but they do NOT show immunity by titer they would then receive a booster and be re-assessed in 2 months for immunity
           o If immune – no further actions

3. If not immune – complete 2 more doses
   ▪ If immune – no further action

   ▪ If not immune – NO other doses. This could be an issue with clinical site accepting student therefore may result in student being dismissed from the program or not allowed into the program.

6. Tuberculosis
   a. A two-step Mantoux (Tuberculosis Screening Test) OR
   b. Record of three annual negative TB test OR
   c. Quantiferon Gold blood test OR
   d. T-spot blood test
   e. An annual TB test is required for the second year student.
   f. A chest X-ray is required if the student has a positive TB skin test, and an official radiology report must be submitted.

7. Influenza
   a. A seasonal flu shot is highly recommended for first year PTA students, but is not mandatory for matriculation.
   b. Second year students must submit documentation of a flu shot by October 30 during the fall semester of the PTA program.

4. Proof of negative criminal background check or Dean approval (See PTA Policy, Criminal background Check Policy)
5. Proof of negative drug screen (See PTA Policy, Student Drug Screening Policy)
6. Evidence of health insurance coverage
7. Completion of Fit Test. This is a respirator fit test that can be done at any occupational health clinic, and can be recorded on their form.
8. Latex Allergy Screen
9. Satisfaction of all financial obligations to the College.
10. Failure to complete any of these requirements by the assigned deadline may prevent the student from participating in PTA technical courses.
Heartland Community College  
Physical Therapist Assistant Program  
SOCIAL NETWORKING

Social networking includes personal websites, online blogs, online journals, and online communities (such as Facebook and Twitter) which communicate and network within and outside of the PTA community. Students should remember that these sites are accessible to the public. The following policy deals with social networking while a student is in the HCC PTA program.

**Policy:**

1. The PTA Program does not tolerate online harassment. If a student feels that they are the subject of online harassment or threatening behavior, the student should contact an instructor, advisor, or the HCC PTA Program Coordinator. The HCC PTA program will follow the disciplinary procedures outlined in the HCC College Policies Student Handbook – Disciplinary Procedures up to and including legal consequences. (https://www.heartland.edu/catalog/handbook/)

2. Students and faculty/staff will follow the Standards of Ethical Conduct for the Physical Therapist Assistant (this may be found at www.apta.org following these links: About Us / Policies and Bylaws / Core Documents / Standards of Ethical Conduct for the Physical Therapist Assistant (.pdf)).

3. Legal concerns, such as HIPPA laws, must always be considered. **NEVER** post any information or photos about patients, patient’s family, students, demonstration subjects, academic and clinical education faculty, practitioners and supporting staff on networking sites. This is grounds for dismissal from the program.

4. Defamatory remarks directed toward the PTA Program, other students, faculty, staff, Heartland Community College, or clinical agencies are considered as bullying, defamation of character, harassment and will be subject to disciplinary action.

5. Communications should be honest, ethical, accurate, considerate and respectful of other students, faculty, and staff, and meet the requirements of copyright laws.

Developed by: Nursing Director / PTA Program Coordinator  
Approved: Dean of HHS  
Revision Dates: 10-16-2015
Heartland Community College  
Policy & Procedure  
Student Criminal Background Check 

Policy: 

To ensure public safety, meet requirements of our clinical education partners, and help advise students of potential barriers to employment, all students accepted into a Heartland Community College (HCC) - Health and Human Services (HHS) selective admission program (Nursing, Physical Therapist Assistant, Radiography) will be required to undergo a criminal background check. Admission into the HCC – HHS selective admission program is dependent upon completion of a satisfactory criminal background check. For our purposes, a satisfactory background check means that no criminal history was revealed or that the student has obtained approval from the Dean of Health and Human Services (HHS) via the procedure detailed below. Once admitted and throughout the duration of the program, students are responsible for notifying the Program Director/Coordinator of any subsequent convictions, arrests, detentions, charges, or investigations by any law authorities. 

The background check must take place within a sixty-day window prior to the beginning of a student’s coursework in the program and will be conducted by a vendor selected by Heartland Community College, using the student's name, social security number, and birth date. All costs are the responsibility of the student. Current fees for the background check will be indicated on the relevant program's website. 

Procedure: 

1. Students accepted into an HHS selective admission program will be notified via email that they must complete a satisfactory criminal background check to proceed with coursework. 
2. Students will be issued written instructions on how to complete the criminal background check including the acceptable time frame. Students may not use previously-conducted criminal background checks on file at other agencies to satisfy this requirement. 
3. Students who fail to cooperate appropriately with regard to the process (i.e. refuse to release information, omit or provide false or misleading information, or fail to complete the background check within the specified timeframe) will not be allowed to enter the program. 
4. HCC will choose the criminal background check vendor, and results will be made available to the HCC Program Director/Coordinator. 
5. The criminal background check will include, at a minimum, an HR nationwide screening, a social security trace, a nationwide criminal directory review, an offender registry and county court record check, and a review of medical sanctions.
Dealing with Positive Results

6. If the report indicates any positive criminal history, the Program Director/Coordinator will notify the Dean of HHS. The Dean of HHS will contact the student and provide the student with the report and a summary of their rights under the Fair Credit Reporting Act.

7. If the student feels the report findings are in error or are inaccurate, the Dean will ask the vendor to further investigate the student's case to determine the accuracy of the information. This will be done at the cost of the student.

8. If the student determines the report is accurate, the student will be required to submit a letter explaining why the positive findings should not prevent his/her admission into the selective admission program along with any additional documentation that would support the request.

9. The Dean of HHS and Program Director/Coordinator will review the letter and any supporting documentation and will consider the following factors in making a decision:
   i. Severity of the offense
   ii. The type of crime and who the crime was committed against - person, property, or society
   iii. Association of crime with duties of the position
   iv. Circumstances of the offense
   v. Length of time since the incident occurred and the age of the applicant at the time of the incident
   vi. Number of offenses
   vii. Student employment history before and after the offense
   viii. Whether the applicant has made full restitution and/or participated in any programs of rehabilitation.
   ix. Other circumstance or conduct since the time of the incident.
   x. State, licensure/registry, and/or clinical requirements
   xi. Whether the applicant was convicted

10. The Dean of HHS may require review and/or approval from an outside agency (e.g. IDPH, ARRT, IDFPR) prior to making a final decision. This will be done at the cost of the student.

11. The Dean of HHS will notify the student in writing within 14 business days of receiving his/her letter regarding the decision to allow or deny entry into the program.

12. If an admitted student is charged with any criminal offense(s) other than a minor traffic violation after this criminal background check has been conducted, the student is required within 2 business days after the incident to report to the Program Director/Coordinator the date and nature of the charge(s). The Dean of HHS will determine whether disciplinary action is warranted, up to and including dismissal from the program. An additional criminal background check may be required at the student’s expense. Clinical sites may elect to deny a student with a newly reported criminal offense permission to participate in programs at their site, which may affect her/his progress in the program. Failure to disclose any charges for criminal offense(s) other than a minor traffic violation after the criminal background check may result in dismissal from the program and/or inability to obtain licensure. Change in the
background status of a student may necessitate disclosure to accrediting and or state agencies for compliance purposes.

13. Approval from the Dean of HHS to allow entry into the program does not guarantee eligibility for employment in the field of study.

14. The criminal background check report and any written correspondence will be retained in a secure file in the Program Director’s/Coordinator's office. Only individuals with a need to know, such as those involved with clinical practice sites that require criminal history information, will have access to this information.

Developed by: PTA Program Coordinator

Approved: Dean of HHS, Dr. Rick Pearce VP for Learning & Student Success

Revision Date: 10-16-2015 / 4-4-16 / 12-17-16 / 6-29-2018
Heartland Community College
Physical Therapist Assistant Program
PRE-MATRICULATION STUDENT DRUG SCREENING

Policy:
To ensure public safety and meet requirements of our clinical education partners, all students accepted to a Heartland Community College (HCC) – Health and Human Services (HHS) selective admission program (Nursing, Physical Therapist Assistant, Radiography) will be required to undergo a drug screening prior to entry. A negative (“clear”) test is required for admission into the HCC- HHS selective admission program.

The drug screening must take place within a sixty-day window prior to the beginning of a student’s coursework in the program and will be conducted by a vendor selected by Heartland Community College. Students who tamper in any way with the testing process will not be allowed to enter the program. All costs are the responsibility of the student.

Procedure:

1. Students accepted into the program will be notified verbally and in writing of the need to complete a drug screening.
2. Students will be issued written instructions on how to complete the drug screening including the acceptable time frame. Students may not use previously-conducted drug screenings on file at other agencies to satisfy this requirement.
3. Students who fail to cooperate appropriately with regard to the process (i.e., refuse to release information, omit or provide false or misleading information, or fail to complete the drug screening within the specified timeframe) will not be allowed to enter the program.
4. HCC will choose the drug screening vendor, and results will only be made available to the Program Director/Coordinator.

Dealing with Positive Results

5. If a report indicates any positive drug screening results, the vendor will typically contact the student to investigate.
6. Once the vendor has completed its investigation, results will be sent to the Program Director/Coordinator
7. The Program Director/Coordinator will contact the student informing him/her of the findings and request a written explanation.
8. If the student believes the report findings are in error, the Program Director/Coordinator will verify the vendor has completed an investigation into the individual’s case to determine the accuracy of the information.
9. If the results of a drug screen remain positive after further investigation and/or the student responds that a positive drug screening is accurate, the student will not be allowed to enter the program.
10. The student may appeal the dismissal decision by following the Student Appeals Procedure as outlined in the Heartland Community College Catalog and Student Handbook.
11. The drug screening report and any written correspondence will be retained in a secure file in the Program Director/Coordinator’s office.
i. ACADEMIC POLICIES

ACADEMIC POLICIES

A. Academic Integrity
B. Appearance / Dress Code
C. Attendance
D. Field Trips
E. Grading
F. Lecture Competence
G. Professionalism
H. Remediation (Academic / Clinical / Behavior)-
I. Skill Competency Check offs / Practical Examination
J. Student Competency Prior to Clinical Assignment
Heartland Community College  
Physical Therapist Assistant Program  
ACADEMIC INTEGRITY

**Policy:**  
The PTA program adheres to the Academic Integrity Policy and Disciplinary Procedures as outlined in the Heartland Community College Catalog. The policy discusses the following breaches of academic integrity: misrepresentation of data, falsification of academic records or documents, cheating, aiding in cheating, plagiarism and unauthorized access to computerized academic or administrative records or systems. The PTA faculty will reinforce academic integrity as an element of the teaching and learning process.

**Procedure:**  
1. Students and faculty will adhere to Heartland Community College *Academic Integrity Policy* (HCC College Policies Student Handbook).
2. Faculty will resource the *Employee Guide to Academic Integrity* for suggestions regarding prevention, confrontation, penalties and guidelines for responding to violations.
4. Students will watch the *Academic Integrity at Heartland Community College* video during program orientation.
5. All PTA course syllabi will include expectations related to academic integrity.
6. When academic misconduct is suspected, the institutions *Disciplinary Procedures* (found in the HCC College Policies Student Handbook) will be followed.
7. Students may appeal an administrative decision. The Student *Appeal Procedures* (found in the HCC College Policies Student Handbook) will be followed.
Heartland Community College
Physical Therapist Assistant Program
APPEARANCE / DRESS CODE

Professionalism is a cornerstone of the HCC PTA program and the profession of Physical Therapy. Personal appearance is a unique and critical aspect of this. Clinical facilities may have a specific policy & procedure related to appearance/dress code. If one exists, it is expected the student will comply with such requirements. Any expenses for meeting such policy will be the responsibility of the student. Unless specified by the clinical site, all students will maintain appearance/dress code according to the HCC PTA program policy for appearance/ dress code.

Policy:
All students will abide by this policy and procedure at all times when involved in any activity in which they are representing the HCC PTA program or HCC College. The program attire defined below in the procedures is required for the following:
1. Practical Examinations.
2. Clinical Experiences.
3. When the student is representing the HCC PTA program or college.

Clothing attire during didactic and lab classes should also follow the decorum represented by professionalism. Avoid low cut shirts (tops) and low rise pants.

During lab classes the students will be required to wear shorts with the legs of the shorts reaching no higher than the mid-thigh. Tops must be long enough to cover the midriff with arms raised above the head. Tops must allow ease of access to the shoulder joint and scapular region. Examples: tank tops, sleeveless tops, women's sports bra, halter tops. Men may be asked to remove their shirt for demonstration purposes, but are not required to do so. Socks and rubber soled shoes are mandatory for the safety of all.

Proper identification is required to assist with maintaining the safety and security of the student. Each student will be required to utilize the Heartland Community College issued name tag during the following activities:
1. During all Skill Competency Check-offs
2. During all Practical Exams
3. While on Clinical Experiences
4. Performing community service (on campus or off campus) while representing Heartland Community College

The name tags must be worn so that it is easily seen by the public but avoids hindering or creating any issue with patient interventions.
Procedure:

1. Nametags
   a. The ACCE will obtain HCC badge sleeves for student ID cards that will be used as name tags.
   b. The student will be responsible for maintenance of the name tag.
   c. In the event the student loses or creates a situation where the name tag cannot be utilized, the student must obtain a replacement and will be assessed a replacement fee.

2. Appropriate appearance and attire includes:
   a. Khaki, navy or black pants higher than the iliac crests with no underclothing exposed. Scrubs may be worn if approved by clinical site. No denim of any type or color will be worn.
   b. Button-down shirt or polo that is long enough to cover the midriff with arms raised above the head. Shirts designed to be tucked must be tucked in.
   c. Clean, closed-toe, rubber soled shoes with no heel. Proper stockings. Athletic shoes and laces must be clean and muted colors.
   d. Watch: Student must wear a watch in all clinical and laboratory settings. The watch must be capable of measuring seconds, and the wristband must be flexible to allow for adequate hand washing.
   e. No dangling earrings. Small studs for pierced ears are permitted for women only. Only one earring may be worn in each ear lobe. No other visible body piercing, including the tongue, is acceptable.
   f. Wearing of jewelry is discouraged due to the risk of loss and patient safety.
   g. No visible body piercing with exception of ear lobes. Examples of prohibited body piercing include, but are not limited to, eyelid, lips, nose and tongue.
   h. Tattoos must be covered. Student must refer to clinic policies for more information.
   i. Nails must be short and well-manicured. No artificial nails as they may harbor harmful bacteria.
   j. Hair should be neat, clean, and should be pulled back from the face so that it does not interfere with the student while performing procedures. Students will maintain good personal hygiene. Cleanliness and grooming are necessary to prevent disease transmission and are an indication of professionalism. Students should avoid extremes in hair styles. Hair styles should be such that they do not invite negative feedback from patients and/or clinical staff and be of a natural hair color.
   k. Facial hair on men should not impede personal protective equipment. Any facial hair must be fully grown at the beginning of the semester (it must be grown during extended breaks) and be well-groomed and closely trimmed; otherwise, the face will be clean shaven. Facial hair must be able to be completely covered by an O.R. mask or personal protection equipment. The mask or devise must be able to have a complete contact seal with clean shaven skin.
   l. Use of fragrances should be avoided.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 10-16-2015 / 12-17-16

Original: 6-29-2015
Heartland Community College  
Physical Therapist Assistant Program  
ATTENDANCE

Policy:
Students in the PTA program are expected to be on time and in attendance for every class session, and clinical education experience. In the event of an unforeseen emergency or illness students will be responsible for contacting the instructor and for material and work missed. This policy is consistent with the HCC College Policy: "Since satisfactory progress is important to college success, all students are expected to attend classes regularly and promptly. The specific attendance policy of any course is determined by the individual instructor of that course as outlined in the syllabus. Specific attendance requirements may exist in certain courses or programs, or for students receiving special services. Students who are absent from a class or laboratory period are held responsible for material and work they may have missed by their absence or tardiness. Instructors are not required to accept late work or allow make-up testing. If accepted, such work may receive a lower grade."

Procedure:
1. Regarding didactic and laboratory classes:
   a. Attendance will be taken for every class.
      a. If a student is absent and or tardy, the student is expected to contact the instructor PRIOR to the class and explain the reason.
      b. In the event of an unforeseen emergency, the student must contact the instructor as soon as possible.
      c. Students are responsible for all material missed by their absence or tardiness.
      d. Excessive absences and/or tardiness show a lack of dependability and responsibility and will be counseled by faculty and an appropriate action plan will be developed by the PTA Program Coordinator.
      e. Students are expected to exercise sound judgment regarding attendance when ill for the protection of peers.
   
2. Regarding clinical experience:
   a. Attendance and punctuality is expected.
   b. The student will follow the schedule of the clinical instructor; HCC holidays, snow days or other days off will not be followed by the student during the clinical experience.
   c. If a student is absent or tardy for clinical experience, the student is expected to contact his/her clinical instructor and ACCE to explain the reason.
   d. A weekly attendance log will be utilized by the student to track hours. At the end of the clinical experience the completed form will be verified by the clinical instructor then submitted to the ACCE.
   e. Students will be expected to make up missed time at the convenience of the clinic.
   f. Students are expected to exercise sound judgment regarding attendance when ill for the protection of patients or personnel.
   g. Excessive absences and /or tardiness reflect a significant concern regarding Clinical Behaviors (PTA/ CPI criterion 2) and therefore can result in failure. The clinical instructor with the help from CCCE/ACCE will develop an appropriate action plan.

Developed by: PTA Program Coordinator  
Approved: Dean of HHS  
Revision Dates: 12-17-16

Original: 11-20-2013

Heartland Community College
Physical Therapist Assistant Program
FIELD TRIPS

Policy:
Facilitation of an active and engaged learning plan may incorporate learning opportunities at facilities and sites separate from the HCC campus. Faculty must obtain from each student a signed Participant Release Agreement Form (including time, date, destination, and a brief description of the activity) to receive written approval from their department administrator prior to taking students on a field trip.

In order to maximize the educational benefit of field trips, they should be:
   a. Planned well in advance.
   b. Scheduled sufficiently in advance to insure that all students are informed of the trip.
   c. Directly related to course objectives.

Instructors may not require any field trip for which there is a participation fee, admission charge, or travel unless such charges are collected as a course fee at registration.

College-coordinated transportation through professional carriers may be used for field trips. When such transportation is not used, to limit College liability the activity should begin and end at the site of the field experience, and students should make their own travel arrangements.

When an academic field trip requires students to be absent from other classes, the instructor should prepare a "Class Absence Report" for each student affected so that students may seek permission to be absent from other classes. Instructors are always encouraged to work cooperatively to provide the best educational experience for students; however, instructors are not required to make any additional accommodation beyond the policies on attendance outlined in their syllabi for students absent from their classes because of an activity in another class.

Instructors who schedule academic field trips are expected to provide an appropriate alternative assignment for those students who are unable to participate, especially if the field trip extends beyond regular class times.

PTA faculty shall follow the policies and procedures outlined in the HCC Faculty Handbook as well as in this policy.

Procedure:
1. Plan the activity including obtaining all agreements and permission from facilities that have agreed to provide the learning experience.
2. Provide students with complete outline of activity, expectations, timeframes, and location.
3. Obtain an HCC signed Participant Release Agreement Form from each student prior to the activity.
   a. Forward signed copies to the Allied Health Instructional Chair
   b. Allied Health Instructional Chair will review and then forward to HCC Vice President of Learning and Student Success

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates:

Original: 10-16-2015

Heartland Community College
Physical Therapist Assistant Program

GRADING

Policy:
The grading policy, philosophy and letter grade rubric of the PTA program are consistent with that of Heartland Community College as stated in the HCC College Policies Student Handbook & Faculty Handbook (3.61-3.63). This philosophy allows the PTA program to establish its own grading system, evaluative measures and course policies to ensure educational excellence. The letter grade rubric describes what grade should be granted based on level of achievement towards course objectives and subsequently suggests when a student is prepared to continue with more advanced study of the subject.

Procedure:
1. The following grading scale will be utilized for all PTA technical courses.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>85-91%</td>
</tr>
<tr>
<td>C</td>
<td>75-84%</td>
</tr>
<tr>
<td>D</td>
<td>70-74% (unable to progress)</td>
</tr>
<tr>
<td>F</td>
<td>69% or below (unable to progress)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

2. The following HCC letter grade rubric will be used to determine PTA course grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>This grade represents consistently outstanding performance that demonstrates understanding and skillful use of importance concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject.</td>
</tr>
<tr>
<td>B</td>
<td>This grade represents performance significantly beyond the level necessary to achieve the course objectives. Work is high quality but not consistently at an outstanding level. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject.</td>
</tr>
<tr>
<td>C</td>
<td>This grade represents an acceptable achievement of the course objectives. Performance at this level signifies that the student is reasonable well prepared to continue with more advanced study of the subject.</td>
</tr>
<tr>
<td>D</td>
<td>This grade represents less than adequate performance. It signifies questionable readiness to proceed with more advanced study of the subject.</td>
</tr>
<tr>
<td>F</td>
<td>This grade reflects unacceptable performance. The student is not yet ready to proceed with more advanced study of the subject, and must repeat the course successfully to receive credit.</td>
</tr>
</tbody>
</table>

3. Grading criteria for all courses are thoroughly described in the course syllabus.

4. Students must pass all PTA curriculum courses (general education and technical courses) with a minimum of a “C” in order to progress.
5. All written exams in the didactic courses, skill check – offs and practical exams in the laboratory classes must be passed to earn a “C” grade.

6. Students are notified of their progress in all PTA courses by timely return of exams, skill check-offs, practical exams, homework and projects.

7. Midterm and final grades will be made available to students online at myHeartland through IRIS.

8. Students may inquire regarding their clinical or academic progress at any time by scheduling an appointment with one of the PTA faculty.
Heartland Community College  
Physical Therapist Assistant Program  
LECTURE COMPETENCY ASSESSMENTS

Policy:
In each course lecture syllabi, students are provided with a schedule of the written summative exam dates. To ensure mastery of all content, the HCC PTA program has established 75% as the passing score for each course written exam excluding the course final. The summative written exam scores recorded in the course grade book, including the final exam scores, must average 75% or greater to pass the course.

Procedure:
1. Written examinations are administered per established schedule in individual course syllabi.
2. In the event a student must miss an exam date, they must notify the instructor in writing at least 3 days prior to the exam date. Final determination of allowing a make-up lecture exam is at the sole discretion of the instructor. Make-up lecture exams may be different than the original lecture exam. Make-up lecture exams must be completed within 3 days from the original lecture exam date unless a majority of the program faculty approve an extension of time. If the make-up lecture exam is missed, regardless of the reason, further attempt of the exam must be approved by a majority of the program faculty.
3. If the student experiences an illness or other emergent activity that precludes the student’s ability to take the exam, the student must notify the instructor as soon as possible to arrange a time to complete the examination.
4. The Academic Support Center – Testing Services is used when students take exams outside of scheduled class time.
5. Re-take examinations
   a. Each student enrolled in the course will be provided an opportunity to retake an written examination on a one time basis for each written examinations
   b. This re-take examination must be taken within 3 days of the original exam unless the majority of the program faculty agree on an extension of time.
   c. This re-take exam will be scheduled and administered through the primary instructor and the Academic Support Center – Testing Services.
   d. The re-take exam may be constructed with new questions at the discretion of the instructor, testing the same content areas. Students should be prepared for multiple choice, fill-in- the blank, matching, T/F, etc.
   e. Grading for the Re – take:
      • The original and re-take score will be averaged and this score will be the recorded grade.
8. Final examinations are comprehensive for each course.
   a. The student will have one attempt, no re-takes.
   b. Students must understand that although there is no score minimum for the comprehensive final, it will be incumbent upon the student to do as well as possible, as a low score could potentially reduce the overall points for the course and /or summative written exam scores resulting in failure of the course and dismissal from the program.
9. The summative written exam scores recorded in the course grade book, including the final exam scores, must average 75% or greater to pass the course.

Developed by: PTA Program Coordinator  
Original: 11-20-2013
Approved: Dean of HHS  
Revision Dates: 10-16-2015, 12-11-15, 6-3-16 / 12-17-16 / 3-21-19

Heartland Community College
Physical Therapist Assistant Program
PERMISSION REQUIRED TO RECORD

Policy: The following is an institutional policy of HCC:
All students must obtain written permission from the instructor if they wish either to photograph or to record class lectures, discussions, or other activities. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record class lectures, discussions, or other activities must contact Student Access and Accommodation Services to register, request, and be approved for an accommodation. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the Code of Student Conduct.

Developed by: HCC AC
Approved: HCC Administration
Revision Dates: Original: 1-9-2019
Heartland Community College
Physical Therapist Assistant
PROFESSIONALISM

Policy:
In concert with the HCC PTA Program Mission: In keeping with the mission of Heartland Community College, the Physical Therapist Assistant program is dedicated to providing excellent, innovative and diverse educational opportunities that enable graduates to develop the skills and professionalism required of the entry-level physical therapist assistant. The program is committed to providing student-centered learning opportunities to empower graduates to safely and ethically provide care and advocacy for the patients and families within the communities served. The development of the student's professionalism is an integral component of the HCC PTA curriculum that is threaded throughout the program.

Professionalism is not a tangible item that can simply be given to or bestowed on an individual. The development of this skill is dependent on the individual's willingness to assess what this includes and then make the choices that provide positive outcomes. There are a multitude of definitions of professionalism as well as certain societal and work force expectations. The HCC PTA program has based the development of professionalism on the tenants of student success concepts adapted from Skip Downing’s On Course principles. The following Professionalism Rubric is the capstone that will be utilized in all program courses, clinical education, and interactions:

PROFESSIONALISM RUBRIC

<table>
<thead>
<tr>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATION</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independently seeks solution to problems &amp; uses “creator language”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assume responsibility for choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Motivated</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actively participates and is engaged in classroom activities and clinical activities, with no prompting from faculty. Independently and appropriately assumes leadership role</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No Absences &amp;/or Tardiness t/o semester or legitimate absence &amp;/or tardiness with proper notification, prior to class session and timely follow-up contact with instructor to find out what was missed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Always prepared for class/clinical; shows evidence of</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Minimal guidance from program faculty to seek solution to problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assume responsibility for choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One Absence &amp;/or Tardiness noted without proper notification, prior to class session or lack of follow-up contact with instructor to find out what was missed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generally prepared for class; shows evidence of reading syllabi/materials ahead of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Greater than 1 absence &amp;/or Tardiness noted without proper notification, prior to class session or lack of follow-up contact with instructor to find out what was missed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inconsistently prepared for class or shows no evidence of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Interdependence</strong></th>
<th><strong>Interdependence</strong></th>
<th><strong>Interdependence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Always willing to contribute in group work, offers useful ideas and displays a</td>
<td>Is cooperative with group work, usually offers ideas and generally displays a</td>
<td>Sometimes cooperative with group work, sometimes offers ideas and/or rarely</td>
</tr>
<tr>
<td>positive attitude</td>
<td>positive attitude</td>
<td>displays a positive attitude</td>
</tr>
<tr>
<td>Seeks guidance/clarification as necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Self-Awareness</strong></th>
<th><strong>Self-Awareness</strong></th>
<th><strong>Self-Awareness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates independence in awareness of and self-assesses own strengths and</td>
<td>Minimal guidance from faculty for awareness of and self-assessment of strengths</td>
<td>Seldom seeks guidance/clarification</td>
</tr>
<tr>
<td>weaknesses</td>
<td>and weaknesses</td>
<td>Difficulty assessing own strength and weaknesses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Life Long Learning</strong></th>
<th><strong>Life Long Learning</strong></th>
<th><strong>Life Long Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively seeks other resources</td>
<td>Needs encouragement to seek other resources</td>
<td>Does not seek other resources despite encouragement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emotional Intelligence</strong></th>
<th><strong>Emotional Intelligence</strong></th>
<th><strong>Emotional Intelligence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits exemplary professional behavior (i.e. responsibility, initiative,</td>
<td>Exhibits appropriate professional behavior (i.e. responsibility, initiative,</td>
<td>Exhibits inappropriate professional behavior (i.e. responsibility, initiative,</td>
</tr>
<tr>
<td>respect, sensitivity, honesty, integrity)</td>
<td>respect, sensitivity, honesty, integrity)</td>
<td>respect, sensitivity, honesty, integrity)</td>
</tr>
<tr>
<td>Exhibits exemplary classroom behavior (i.e. attentive and courteous to instructor</td>
<td>Exhibits appropriate classroom behavior (i.e. attentive and courteous to</td>
<td>Exhibits inappropriate classroom behavior (i.e. attentive and courteous to</td>
</tr>
<tr>
<td>and other students t/o entire class time)</td>
<td>instructor and other students t/o class time)</td>
<td>instructor and other students t/o class time)</td>
</tr>
<tr>
<td>Accepts constructive criticism</td>
<td>Accepts constructive criticism</td>
<td>Is defensive accepting constructive criticism</td>
</tr>
<tr>
<td>Manages emotions effectively</td>
<td>Manages emotions effectively</td>
<td>Difficulty managing Emotions</td>
</tr>
<tr>
<td>Empathize accurately with “other’s“ emotions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Belief in Yourself</strong></th>
<th><strong>Belief in Yourself</strong></th>
<th><strong>Belief in Yourself</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts as a role model for peers</td>
<td>Exhibits positive behaviors with occasional guidance from faculty</td>
<td>Struggles</td>
</tr>
</tbody>
</table>

The purpose and intent is to provide a positive process that also includes specified consequences in the event an individual(s) chooses to deviate from or follow pathways that produce behaviors that are not consistent with accepted standards. Students are expected to self-correct behaviors that deviate from the professionalism expectations. While it is the intention of the HCC PTA program to utilize a standard approach, it is acknowledged that each situation will be remediated based upon the...
facts of the situation. The following procedures are developed as a general guideline and may be updated as necessary and without prior notice by a consensus of the program faculty.

Procedures:

As referred to below, “program faculty” or "faculty" will consist of or refer to the Program Coordinator and the Academic Coordinator of Clinical Education (ACCE) and all other PTA faculty.

1. The APTA documents and the Professionalism Rubric are threaded throughout the program.
2. The rubric may be referenced at any time by faculty to address positive or negative issues with professionalism.
3. All faculty and students agree to abide with this policy and the procedures.
4. In the event the student does not recognize and/or chooses not to self-correct an unacceptable behavior the faculty will request a meeting with the student.
5. The faculty member(s) will document the meeting utilizing the "Opportunity for Improvement" form.
6. The faculty member(s) and student will discuss the issues.
7. The student will be required to inform the faculty member(s) of the intended corrections both verbally and in writing.
8. The faculty member(s) will establish any required consequences in the event the student fails to correct the behaviors, repeats the behaviors, or refuses to participate in the process.
9. HCC PTA Program faculty will utilize the following levels of interactions as a guide to provide the student the opportunity to correct behaviors and proceed forward in a positive manner:
   a. **Probation:** This level of interaction may be implemented at the discretion of an agreement of at a minimum of two PTA faculty members. The student must complete a remediation plan as outlined in the Remediation policy and procedure.
   b. **Dismissal:** A student dismissed from the program for professional concerns.
      i. Dismissal from the program may be the immediate result for, but is not limited to:
         1. proof of academic dishonesty on an examination
         2. physical threats
         3. violence
         4. distributing, manufacturing, selling, or using illegal drugs
         5. being under the influence of alcohol or other drugs that may alter abilities; and /or having detectible levels of drugs in their system during any events or activities associated with the PTA program
         6. criminal behaviors
            The appropriate authorities will be notified as warranted by the event and the decision of the HCC faculty/ staff.
      ii. A student dismissed from the HCC PTA program will not be reconsidered for future admission.
      iii. Any decisions that result in dismissal will be accomplished through a majority vote of the program faculty member(s). In the event the faculty members cannot agree, the HCC Allied Health Chair will serve as a mediator and will create a final decision abided by all.
      iv. The student has the right to invoke the Due Process procedures as outlined in the PTA Program and HCC Due Process policies and procedures.

10. **Additional student expectations during clinical education experiences:**
a. Abide by the policies and procedures of the clinical facilities and all statutes and regulations regarding patient safety and welfare.
b. Maintain patient confidentiality in accordance with HIPPA
c. Introduce themselves to patients as “Student PTA” to all patient and staff BEFORE having any direct patient contact and respect the patient risk free right to refuse participation in clinical education.
d. Contact clinic by assigned date (minimum of two (2) weeks before start date)
e. Contact ACCE after 1st week of clinical with requested information.
f. Arrive at clinical before scheduled start time each day.
g. Adhere to clinic’s dress code and wears HCC name badge each day.
h. Communicate any schedule deviations to ACCE in a timely manner.
i. Work with CI to make up scheduled absences.
j. Distribute appropriate paperwork to CI for his/her completion.
k. Submit required clinical education paperwork at the conclusion of the clinical experience to ACCE within three school days.

Please note: The instructor has the right to dismiss the student from the learning environment at any time if the student exhibits inappropriate behavior.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 12-16-17

Original: 10-16-2015
Heartland Community College
Physical Therapist Assistant
REMEDIATION (Academic / Clinical / Behavior)

Policy:
While it is the intention of the HCC PTA program to utilize a standard approach to remediation, it is accepted that each situation will be remediated based upon the facts of the situation. The following criteria and processes are developed as a general guideline and may be updated as necessary and without prior notice by a consensus of the program faculty.

ACADEMIC
a. Students are required to seek remediation following failure of an original written examination attempt / skill check off / practical exam or any other academic related issue.
b. Remediation shall be a collaborative effort between the instructor and student.
c. The student is responsible for the following:
   i. Scheduling a meeting with the instructor within 1 school day of "failure".
   ii. Reviewing grading documents (i.e.: test analysis / rubrics / comment sheets)
   iii. Identifying the essential knowledge required to remediate and prepare the student to be successful
   iv. Identifying resources required to accomplish the successful development of knowledge identified above.
d. The instructor is responsible for:
   i. Assisting with provision of identified resources
   ii. Providing a specified date and time for completion or remediation

e. The remediation must be completed prior to retaking the written examination which must be within 3 school days of the original written examination date. Remediation must be completed before the student will be allowed to retake the skill check off or practical exam.

CLINICAL
1. Students demonstrating professionalism concerns are subject to probation and/or dismissal. If professional behavior issues arise during the clinical experience, the following procedures will be utilized:
   a. The affiliating Clinical Coordinator of Clinical Education, Clinical Instructor or student must immediately notify the ACCE to discuss questionable behavior(s).
   b. A written contract defining expected behavior and outlining a remediation plan may be developed by the ACCE and involved parties. The ACCE will continue to assess student performance and make recommendations as needed.
   c. If further difficulty with professional behavior exists, the student may be withdrawn from the clinic or fail the course and dismissed from the program.
2. If issues related to academics and clinical performance arise during the clinical experience, the following procedures will be utilized:
   a. The affiliating Clinical Coordinator of Clinical Education, Clinical Instructor or student must immediately notify the ACCE to discuss issue(s).
   b. A remediation plan will be developed by the ACCE and involved parties. The ACCE will continue to assess student performance and make recommendations as needed.
i. The student is responsible for the following:
   - Scheduling a meeting with the ACCE within 2 school days.
   - Reviewing available documents (i.e.: test analysis / rubrics / comment sheets)
   - Identifying the essential knowledge required to remediate and prepare the student to be successful
   - Identifying resources required to accomplish the successful development of knowledge identified above.

ii. The instructor is responsible for:
   - Assisting with provision of identified resources
   - Providing a specified date and time for completion or remediation

   c. If further difficulty with academics and clinical performance exists, the student may either be withdrawn from the clinic or fail the course and dismissed from the program.

**BEHAVIOR**

1. All professionalism deficits requiring a written remediation plan will become a part of the student’s file.
2. A remediation planning session will convene within 24 working hours of written notification of any probationary action. Members shall include the involved student, involved faculty member and assigned mediator. In most instances, the HCC PTA Program Coordinator will act in the capacity of mediator. In the event the HCC Program Coordinator is the involved faculty member, another program faculty member will be assigned the role of mediator.
3. In the event the involved student and involved faculty member are unable to come to a mutual agreement on the remediation plan, the assigned mediator will have full authority to make all final decisions and the involved student and faculty member agree to fully abide by the final decision(s) of the assigned mediator.
4. The written remediation program must include:
   - Evidence of appropriate education resources that will assist in rectifying professionalism deficit(s), including utilization of previous resources and/or identification and utilization of additional resources
   - Specific goals and/or strategies that address each documented professionalism deficit
   - Specific time frame for each goal and/or strategy consistent with the overall remediation plan ending time frame
   - Specific consequences for failure to successfully complete the remediation plan
5. The remediation plan will be authenticated by signature and date of the involved student, involved faculty member, and assigned mediator.
6. The remediation plan cannot be altered unless done so through the written agreement of all parties originally involved in composing the plan.
7. A copy of the remediation plan will be provided to the involved student with the original remaining in the student’s file.
8. It will be the responsibility of the assigned mediator to check on the progress of the remediation plan, with no less than a weekly review.
9. Failure by the student to fully comply with the remediation plan may result in immediate dismissal from the HCC PTA program. The student may appeal this decision utilizing the PTA program and HCC Due Process policy and Procedures.

Developed by: PTA Program Coordinator
Original: 12-17-2016
Approved: Dean of HHS
Revision Dates: 12-18-18
Heartland Community College  
Physical Therapist Assistant Program  
SKILL COMPETENCY ASSESSMENT / PRACTICAL EXAMINATIONS

**Policy:**
Students are provided with a Skill Competency Checkoff list of physical therapy interventions and data collection skills for which they are responsible for demonstrating competency for each laboratory class. Each student must demonstrate a skill(s) chosen by the course instructor safely and competently to an evaluator during a skill checkoff and practical examination. Each student will be provided a total of **three (3) attempts** to pass a specific SKILL COMPETENCY CHECKOFF. The student will be provided **two (2) attempts to pass a PRACTICAL EXAMINATION**. Student must pass ALL skill checkoffs and practical exams with a grade of 75% or higher to pass the course.

**Procedure:**
1. All procedural interventions and data collection Skill Competency Checkoffs will be evaluated during the course in which the procedure is taught and/or applied.
2. **SKILL COMPETENCY CHECKOFFS**
   a. Each student will be provided the following information via Blackboard:
      i. Skill Competency Checkoff Procedural Explanation
      ii. Skill Competency Checkoff Grading Rubrics
      iii. Skill Competency Checkoff Sample Scenario
   b. Assesses the student’s understanding and competent ability to apply each skill to a potential patient in preparation for clinical practice
   c. This assessment will be completed in lab or at a scheduled time outside of the lab class.
   d. As skills are introduced in the lab coursework, the students will be expected to complete the skill check-off as scheduled.
   e. Each student will be provided a total of **three (3) attempts** to pass a specific skill competency check-off.
      The instructor of the course or designee will assess the student’s ability to perform a specific skill. Each skill competency check-off will be an abbreviated scenario-based format, with a faculty member or a fellow student acting as the “patient”.
   f. Each scenario will include a diagnosis, date of onset and treatment plan. The student will randomly select a scenario card and complete the treatment plan as indicated. Prior to treating the “patient”, the student may ask the instructor for clarification, if needed.
   g. **A fully graded Skill Competency Check Off**-Grading rubric consists of the following Critical Elements:
      - **Review of Plan of Care:**
        After review of the PT's POC the student PTA is able to:
        - *Determine the POC is appropriate for the student PTA and safe for the patient*
        - *Seeks clarification as needed*
      - **Communication / Patient Education:**
        - *Introduces self (AIDET)*
        - *Collects necessary subjective information*
        - *Educates pt. on diagnosis and explains intervention, rationale, expected sensation and outcome*
- Utilizes good communication skills (verbal, non-verbal, listening, terminology pt. can understand, sensitivity to diversity)
- Ensures patient confidentiality by talking with pt. in private treatment area

➢ Patient Management
- Assist / Directs pt. into preferred position
- Avoids unnecessary position changes
- Maintains patient’s modesty & comfort
- Demonstrates appropriate handling
- Prepares environment to optimize treatment session

➢ Skill (specific to each class)

➢ Clinical Problem Solving
- Monitors patient and modifies within the PT’s POC to ensure safety and comfort or improve physical therapy outcomes

➢ Critical Indicator - SAFETY
- Maintains patient/clinician safety throughout entire skill performance
- Uses gait belt, Locks WC and/or movable plinth, applies shoes, monitors WB status
- Uses techniques for safe handling of patients (eg, guarding, level of assistance, body mechanics)
- Maintains a safe working environment(e.g., removes obstacles, manages catheter/IV tubing)
- Requests assistance when necessary
- Clears for appropriate contraindications

➢ Assessment
- Able to answer questions and/or determine effectiveness of treatment or need for re-evaluation

h. PASS / FAIL. Skill Competency Check Off-Grading rubric consists of the following Critical Elements:

➢ Patient Management
- Reviews and implements appropriate POC
- Utilizes appropriate Communication skills
- Manages treatment area appropriately

➢ Skill (specific to each class)

➢ Critical Indicator - SAFETY
- Maintains patient/clinician safety throughout entire skill performance
- Uses gait belt, Locks WC and/or movable plinth, applies shoes, monitors WB status
- Uses techniques for safe handling of patients (eg, guarding, level of assistance, body mechanics)
- Maintains a safe working environment(e.g., removes obstacles, manages catheter/IV tubing)
- Requests assistance when necessary
- Clears for appropriate contraindications

i. The program utilizes a Blackboard based grading Rubric.

1) Each Critical Element identified in g. above will be marked as Exceptional, Good, or Unacceptable as defined below. The Blackboard system will mathematically calculate this into a numerical value which will be placed into the grade book. Students must be graded at the Exceptional or Good level on each Critical Element identified in a. above to pass and be
considered competent to proceed into clinical education. The following is the explanation of the grading values:

- **EXCEPTIONAL**
  - Clinical Problem Solving: Independently monitored pt. throughout the entire treatment and modifies appropriately within the PT's POC. Student competent to proceed to clinical education.
  - Critical Indicator- SAFETY: No safety concerns and/or Student independently: Identify/recognize precautions, contraindications and safety considerations and/or address safety concerns prior to any potential harm. Student competent to proceed to clinical education.
  - Assessment: Independently and accurately able to: answer all questions AND/OR determine effectiveness of treatment or need for re-evaluation. Student competent to proceed to clinical education.

- **GOOD**
  - Review of Plan of Care / Communication & Patient Education / Patient Management / Skill / Clinical Problem Solving: Minor errors are self-corrected or corrected with minimal guidance (1-2 cues) of instructor. Student competent to proceed to clinical education and will set goals during clinical education to further enhance this skill.
  - Critical Indicator- SAFETY: Requires minimal prompting (1 cue) from instructor to: Identify/recognize precautions, contraindications and safety considerations. Student competent to proceed to clinical education.
  - Assessment: Requires minimal guidance (1-2 cues) to: Answer all questions AND/OR determine effectiveness of treatment or need for re-evaluation. Student competent to proceed to clinical education and will set goals during clinical education to further enhance this skill.

- **UNACCEPTABLE (applies to All criterion)**: Attempted but was inaccurate and/or required moderate - maximal guidance of instructor (3 cues or >). The student is deemed incompetent and will not proceed to clinical education unless remediation has successfully occurred.

2) Each Critical Element identified in h. above will be marked as PASS or FAIL. The Blackboard system will simply record that the student passed. Students must be graded at the PASS level on each Critical Element identified in h. above to pass and be considered competent to proceed into clinical education.

j. Definitions of GUIDANCE from INSTRUCTOR
   - **Minimal Guidance**: Student requires 1 - 2 Verbal / Visual / Physical cue during the element tested
   - **Moderate Guidance**: Student requires 2-3 Verbal / Visual / Physical cue during the element tested
   - **Maximal Guidance**: Student requires 4 or > Verbal / Visual / Physical cue during the element tested

k. In order to “pass” the skill competency check-off, the student must:
   i. Complete the whole skill with a minimum score of 75% or PASS.
ii. Any one (1) **Unacceptable or FAIL** for any criteria of the skill check off will result in the need to retake the skill check off. In the event any one (1) **Unacceptable or FAIL** occurs with the third and final attempt the student will fail the course and be dismissed from the program.

l. Students must pass all skill competency check-offs introduced in the course from the beginning to midterm prior to taking the midterm practical examination; as well as all skill competency check-offs introduced from midterm to final prior to taking the final practical examination.

m. To assure proper time management for the faculty and students, each student is responsible for proper, on time submission of a grading rubric on Blackboard **prior** to the start of class in which the Skill Check Off will be performed.

i. In the event the student does not successfully submit the grading rubric on Blackboard **prior** to the start of class in which the Skill Check Off will be performed, the first attempt will be considered Failed and the student will begin with the second attempt. The student will also be placed at the end of the schedule for 1st attempts.

ii. If the student successfully completes the Skill Check Off, the highest score for the second attempt will be recorded as 85% unless the student naturally scores less than 85%.
   1) EXAMPLE: Student scores 92%, recorded score will be = 85%
   2) EXAMPLE: Student scores 80%, recorded score will be = 80%

iii. The student must pass with a minimum of 75%.

iv. In the event that a student is unable to pass the skill competency check-offs on the second attempt (scoring a 74% or lower level on the rubric / have 1 or more **Unacceptable or FAIL**), a third attempt is required. If the third attempt is successfully completed the recorded score will be 75%. On the third attempt, if the conditions required for competency are not met, then the student will have failed the skill competency check-off and subsequently the course and will be dismissed from the program.

n. In the event that a student is unable to pass the skill competency check-offs on the first attempt (scoring a 74% or lower level on the rubric / have 1 or more **Unacceptable or FAIL**), the student will have two re-take attempts.

i. The student must complete remediation per Remediation Policy (see pgs. 64-65) before they will be allowed to retake a skill check off.

ii. The following guidelines will be utilized for the second and third attempt:
   a) The course instructor will assess all retakes with a faculty member acting as the "patient" on the third attempt.
   b) On the second or third attempt, if the conditions required for competency are met, the student will be allowed to continue in the course with a grade of 75% or PASS recorded in the grade book.
   c) On the third attempt, if the conditions required for competency are not met, then the student will have failed the skill competency check-off and subsequently the course, and will be dismissed from the program.

o. In the event that the student does not complete the skill competency check-offs prior to practical examinations, the students will automatically have a "fail" for the first practical attempt. The time will be utilized to complete the skill competency check offs. This will result in the student having only ONE (1) attempt at passing the practical.
p. Each student will be required to complete and submit a progress note related to the specific skill competency checkoff. The individual class syllabus will provide specific information including grading related to this requirement.

3. **PRACTICAL EXAMINATIONS**
   a. A midterm and final practical exam will be administered for all PTA lab courses. To ensure a holistic approach to patient care (e.g. combining data collection, patient care skills, exercise and modalities), the skills taught in the semesters lab courses will be combined for testing.
   b. Practical examinations are used to assess a student’s ability to integrate and perform several laboratory skills.
   c. Each student will be provided the following information via Blackboard:
      i. Practical Examination Procedural Explanation
      ii. Practical Examination Grading Rubrics
      iii. Practical Examination Sample Scenario
      iv. Practical Examination Post Self Reflection
      v. Practical Examination Documentation Template
   d. Students must have successfully completed all skill competency check-offs introduced in the course from the beginning to midterm prior to taking the midterm practical examination; as well as all skills introduced from midterm to final prior to taking the final practical examination.
   e. Separate grades are issued for each course.
   f. Each student will be provided a total of **two (2) attempts** to pass a practical examination.
      During practical exams, students receive a patient scenario/chart and perform the physical therapy data collection and/or intervention as indicated in the Plan of Care (POC).
   g. The practical examination-grading rubric consists of the following Critical Elements:
      - **Review of Plan of Care:**
        After review of the PT's POC the student PTA is able to:
        - *Determine the POC is appropriate for the student PTA and safe for the patient*
        - *Seek clarification as needed*
      - **Communication / Patient Education:**
        - *Introduces self (AIDET)*
        - *Collects necessary subjective information*
        - *Educates pt. on diagnosis and explains intervention, rationale, expected sensation and outcome*
        - *Utilizes good communication skills (verbal, non-verbal, listening, terminology pt. can understand, sensitivity to diversity)*
        - *Ensures patient confidentiality by talking with pt. in private treatment area*
      - **Patient Management**
        - *Assist / Directs pt. into preferred position*
        - *Avoids unnecessary position changes*
        - *Maintains patient's modesty & comfort*
        - *Demonstrates appropriate handling*
        - *Prepares environment to optimize treatment session*
      - **Skill**
        - *Selects and/or applies appropriate parameters/technique*
        - *Provides sufficient amount of assist/support/resistance/force*
      - **Clinical Problem Solving**
- Monitors patient and modifies within the PT's POC to ensure safety and comfort or improve physical therapy outcomes

- Critical Indicator - SAFETY
  - Maintains patient/clinician safety throughout entire skill performance
  - Uses gait belt, Locks WC and/or movable plinth, applies shoes, monitors WB status
  - Uses techniques for safe handling of patients (eg, guarding, level of assistance, body mechanics)
  - Maintains a safe working environment (e.g., removes obstacles, manages catheter/IV tubing)
  - Requests assistance when necessary
  - Clears for appropriate contraindications

- Assessment
  - Able to answer questions and/or determine effectiveness of treatment or need for re-evaluation

h. The program utilizes an Excel based grading Rubric. Each Critical Element identified in a. above will receive a point value as described below. This point value is then converted into a percentage. This "percentage" number will be placed in the grade book as a whole number to allow ease of grade determination. Students must be graded at the Exceptional or Good level on each Critical Element identified in a. above to pass and be considered competent to proceed into clinical education. The following is the explanation of the point values:

- Exceptional (point value = 3)
  - Review of Plan of Care / Communication & Patient Education / Patient Management / Skill Accurate / thorough / efficient / independent / consistent. Student competent to proceed to clinical education.
  - Clinical Problem Solving = Independently monitored pt. throughout the entire treatment and modifies appropriately within the PT's POC. Student competent to proceed to clinical education.
  - Critical Indicator - SAFETY = No safety concerns and/or Student independently: Identify/recognize precautions, contraindications and safety considerations and/or address safety concerns prior to any potential harm. Student competent to proceed to clinical education.
  - Assessment = Independently and accurately able to: answer all questions AND/OR determine effectiveness of treatment or need for re-evaluation. Student competent to proceed to clinical education.

- Good (point value of 2.25)
  - Review of Plan of Care / Communication & Patient Education / Patient Management / Skill / Clinical Problem Solving = Minor errors are self-corrected or corrected with minimal guidance (1-2 cues) of instructor. Student competent to proceed to clinical education and will set goals during clinical education to further enhance this skill.
- **Critical Indicator - SAFETY** = Requires minimal prompting (1 cue) from instructor to: Identify/recognize precautions, contraindications and safety considerations. Student competent to proceed to clinical education.

- **Assessment** = Requires minimal guidance (1-2 cues) to: Answer all questions AND/OR determine effectiveness of treatment or need for re-evaluation. Student competent to proceed to clinical education and will set goals during clinical education to further enhance this skill.

- **Unacceptable (All criterion) (point value = 0)** = Attempted but was inaccurate and/or required moderate - maximal guidance of instructor (3 cues or >). The student is deemed incompetent and will not proceed to clinical education unless remediation has successfully occurred.

  i. Definitions of **GUIDANCE from INSTRUCTOR**
  - **Minimal Guidance**: Student requires 1 - 2 Verbal / Visual / Physical cue during the element tested
  - **Moderate Guidance**: Student requires 2-3 Verbal / Visual / Physical cue during the element tested
  - **Maximal Guidance**: Student requires 4 or > Verbal / Visual / Physical cue during the element tested

  j. A score of 75% or greater must be obtained on each skill assessed. Failure in a skill identified in one class requires a retake of the skill(s) in that class (e.g. student score a 68% in goni skill associated with PTA 102, but passed all skills associated with PTA 111- retake is only required over the PTA 102 skills)

  k.

  l. The scores of each course skill sheet(s) are combined and then averaged for that course to determine the final grade for each course.

  m. Any one (1) **Unacceptable** for any criteria of the practical will result in the need to retake the skill. In the event any one (1) **Unacceptable** occurs with the final attempt the student will fail the course and be dismissed from the program.

  n. A mandatory re-take of the first practical exam will be required in the following circumstances:
  - The student must complete remediation per Remediation Policy (see pgs. 64-65) before they will be allowed to retake a practical exam.
  - If the practical exam average for each course is 75% or greater, but the individual skill(s) in a specific course have not met the conditions for competency (75% or greater), then the student will have to repeat the skill(s) for that specific course.
  - If the practical exam average for any one of the courses is below a 75%, a practical exam with skills from that failed course will need to be repeated.
  - If the practical exam average for two or more courses is below a 75% the entire practical exam will have to be repeated.

  o. In the event that a student has to complete a re-take practical exam, the following grading guidelines will be utilized:
- If the student meets the conditions for competency on the repeated skill(s) for a course, the student will be allowed to continue in the program, with a score of 75% being recorded for that skill and with the final practical grade for that course being an average of the final scores for that course.

- If the student meets the conditions for competency on a repeated course practical, the student will be allowed to continue in the program, with a score of 75% being recorded for the final practical grade for that course.

- If the student meets the conditions for competency on the repeated entire practical, the student will be allowed to continue in the program, with a score of 75% being recorded for the final grade in each course.

- If the student does not meet the conditions for competency on the repeated skill(s) and/or, repeated course practical and/or entire repeated practical, the student will receive a 0% for that practical examination, resulting in dismissal from the program.

p. A comments section for feedback to the student

q. A cumulative scoring section

Developed by: PTA Program Coordinator

Original: 11-20-13

Approved: Dean of HHS

Heartland Community College  
Physical Therapist Assistant Program  
STUDENT COMPETENCE PRIOR TO CLINICAL ASSIGNMENT

Policy:  
The PTA program ensures students are safe and competent to perform selected data collection and interventions prior to clinical assignment. Clinical sites are informed of these skill(s).

Procedure:  
1. In order to participate in clinical assignments, students must achieve:  
   a. A passing grade of a “C” or better in all technical and general education courses in the PTA curriculum.

Developed by: PTA Program Coordinator  
Original: 11-20-2013  
Approved: Dean of HHS  
Revision Dates: 12-16-17
Section IV: ACADEMIC FACULTY POLICIES and PROCEDURES

ACADEMIC FACULTY POLICIES and PROCEDURES

A. Accreditation Responsibilities
B. Complaints Regarding the PTA Program
C. Program Coordinator Job Description
Heartland Community College
Physical Therapist Assistant Program

ACCREDITATION RESPONSIBILITIES

Policy:
As outlined in the PTA Program Coordinator job description, the PTA Program Coordinator will ensure all accreditation responsibilities are fulfilled.

Procedure:
The PTA Program Coordinator is responsible for:
1. Initiating processing of a purchase order for the annual accreditation fee with the college business office each academic year.
2. Completing and submitting all progress reports, accreditation reports, the program self-study and any other requested documentation by the time lines established by the Commission on Accreditation in Physical Therapy Education (CAPTE).
3. Working with the following personnel in gathering data for and completing the requested documentation
   a. Academic Coordinator of Clinical Education
   b. Program faculty
   c. Appropriate college administration and staff
   d. PTA Program Advisory Committee
   e. Others as needed
4. Maintaining reports on retention, graduation and employment rates as well as success on the National Physical Therapist Assistant Examination.
5. Notifying CAPTE within timeframe outlined in the CAPTE Rules of Practice and Procedure of any substantive change(s) within the program.
6. Notifying appropriate constituencies of an adverse accreditation decision.
7. Assuring the program comes into compliance with accreditation criteria within two years or the length of the program, whichever is shorter.
Heartland Community College  
Physical Therapist Assistant Program  
COMPLAINTS REGARDING THE PTA PROGRAM

**Policy:**
The PTA program at HCC engages in continuous and systematic assessment paralleling that of the college. The program welcomes public comment, suggestions and constructive criticism as part of our process. Community members who do not have formal affiliation with the college or program are welcome to provide feedback according to the following policy/guidelines:

**Procedure:**

1. Comments must be submitted in writing and signed by the author. Anonymous submissions will not be accepted.
2. The PTA program website shall have a Contact Us link with address and phone number to the Health and Human Service Division Secretary.
3. Any complaints received shall be forwarded to the PTA Program Coordinator within 3 academic days.
4. The PTA Program Coordinator shall respond to all comments/concerns/complaints within 10 academic days.
5. The complaint, action taken and all correspondence will be retained electronically and/or paper format by the PTA Program Coordinator and housed either on a password secured drive or locked file drawer in the coordinators office.
6. The PTA Program Coordinator shall inform the Dean of Health and Human Services of all comments/concerns/complaints voiced and action taken.
7. In accordance with applicable state and federal laws the complainant(s) are protected from any and all retaliation following complaint submission.

Developed by: PTA Program Coordinator  
Approved: Dean of HHS  
Revision Dates: July 2017
Heartland Community College
Physical Therapist Assistant Program
PROGRAM COORDINATOR
JOB DESCRIPTION

Position Title: PTA Program Coordinator
Classification: Faculty
Reports To: Instructional Chair – Allied Health
Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of accredited physical therapist or physical therapist assistant program
2. Earned master's degree in related field
3. Licensed to practice as a PT or PTA in Illinois
4. Minimum of 5 years of full time clinical experience as a physical therapist or physical therapist assistant
5. Strong communication, organization, interpersonal, problem solving and counseling skills
6. Current knowledge and skill in the use of information and computer technology
7. Able to travel, as needed
8. Qualified through education and/or experience to assure proficiency in, following areas:
   - Educational theory and methodology
   - Student evaluation
   - Outcome assessment
   - Instructional design
   - Curriculum design
9. Experience in administration/management
10. Able to meet the HCC PTA student essential functions

Preferred Requirements

- Prior teaching experience in a physical therapist assistant/physical therapist academic program or equivalent course work
- Active in professional activities at a local, state, and/or national levels.
- Member of the American Physical Therapy Association

Responsibilities:

a. The PTA Program Coordinator shall be responsible to the Instructional Chair- Allied HealthServices for the general management of the Physical Therapist Assistant Program to include but not limited to: communication, fiscal management, operation, program faculty development, student advising, program assessment and planning

b. The PTA Program Coordinator shall be responsible for maintaining knowledge of current trends in physical therapy, healthcare and teaching methodology.
Duties (include, but are not limited to):

1. Meets and conforms to Board Policy Manual and/or the provisions of the Faculty Collective Bargaining Agreement negotiated by and between The Board of Trustees and the faculty union.

2. Provide effective leadership for the program in the following areas.
   a. Communication
      1. Hold regular program meetings.
      2. Communicate and coordinate efforts with program and divisional faculty, HHS Instructional Chair and Dean and other college departments.
      3. Engage stakeholders including advisory board, clinical and K-12 partners.
      4. Assist with outreach, promotion and recruitment activities and projects.
      5. Recognize and resolve conflict/complaints related to the program.
   b. Program Operations
      • Prepare and administers program budget.
      1. Facilitate the purchase of the program's instructional equipment and inventory and secure repairs/maintenance to keep equipment operational.
      2. Oversee lab management including safety (MSDS).
      3. Update and/or revise website and student/faculty handbook.
      4. Completes and submits program schedule/reports/outcomes to the HHS Instructional Chair and/or Dean.
   c. Accreditation
      1. Submit accreditation reports and fees in a timely manner.
      2. Ensures compliance with accreditation standards.
      3. Provide notification of and substantive change(s) within the program and/or institution.
   d. Program Assessment & planning
      i. Oversee the program's assessment plan
      ii. Assist with program long term planning
   e. Program Curriculum
      i. Continuing development, management and evaluation of the program's curriculum in accordance with accreditations standards, advisory committee and state requirements
   f. Program faculty development & mentorship
      i. Assist with the selection, training, and development of program faculty
      ii. Assist administrator with class observations
      iii. Collect and share resources with program faculty (e.g. syllabi, course material, projects)
   g. Student Advisement and Counseling
      • Counsel students upon entry and throughout the program while adhering to all student privacy requirements.

3. Work with the Academic Coordinator of Clinical Education in the management of the clinical education component of the program.
4. Perform all the duties of a full-time faculty member.
5. Assists with recruitment and retention of students.
6. Participates in college committees, as needed
V. SAFETY POLICIES

SAFETY POLICIES
A. Bloodborne Pathogens / Hazardous Material Exposure Protocol  
B. Campus Safety and Emergency Procedures  
C. Drug and/or Alcohol Use  
D. Equipment Preventive Maintenance Program  
E. Faculty Responsibilities for Lab Safety  
F. Guidelines for Accidents/Injuries in the Clinic Setting  
G. Lab Expectations  
H. Material Safety Data Sheets (MSDS)  
I. Medical / Non-Medical Required Accommodations or Leave for a Student
Heartland Community College
Physical Therapist Assistant Program
BLOODBORNE PATHOGENS / HAZARDOUS MATERIALS EXPOSURE PROTOCOL

Policy:
The PTA program is committed to providing a safe environment for students and faculty engaged in on- and off campus activities. The HCC PTA Program will make every effort to comply with the U.S. Department of Labor Occupational Safety and Health Administration Bloodborne Pathogen Standard (29 CFR 1910.1030). Universal / Standard precautions will be utilized to prevent contact with blood or other potentially infectious materials. All body fluids shall be considered potentially infectious materials. The general principles of universal precautions applies to all potential exposure to blood or other potentially infectious materials at the campus as well off campus activity sites including clinical education sites. This policy and procedure will be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised situations with occupational exposure.

Definitions

1. **Bloodborne Pathogens:** Pathogenic microorganisms that are present in human blood and can cause disease in humans. These disease causing organisms can be found in all body fluids, unfixed tissue, cell lines, and in situations where it is difficult or impossible to differentiate between body fluids and other materials.
2. **Contamination:** The presence of blood or other potentially infectious materials on an item or surface.
3. **Contaminated Sharps:** Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.
4. **Decontamination:** The use of physical or chemical means to remove, inactivate, or destroy blood borne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use, or disposal.
5. **Engineering Controls:** Controls (e.g., sharps disposal containers, self-sheathing needles) that isolate or remove the blood borne pathogens hazard from the workplace.
6. **Exposure Incident:** A specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.
7. **HBC:** Hepatitis C Virus.
8. **HBV:** Hepatitis B Virus.
9. **HIV:** Human Immunodeficiency Virus.
10. **Occupational Exposure:** Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.
11. **Parenteral:** Piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.
12. **Personal Protective Equipment (PPE):** is specialized clothing or equipment worn by an employee for protection against a hazard. General work clothing (e.g., uniforms, pants, shirts, or blouses) not intended to function as protection against a hazard is not considered to be personal protective equipment.

13. **Regulated Waste:** Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

14. **Source Individual:** Any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee.

15. **Universal Precautions:** Is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood borne pathogens.

16. **Work Practice Controls:** Controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

**Procedure:**

1. **Communication of Hazards (Biohazard Warning Label)**
   a. Biohazard warning labels that meet the standard of OSHA will be affixed to containers of potentially infectious material and other containers used to store, transport or ship these materials.
   b. These labels will be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.
   c. Individual containers of potentially infectious materials that are placed in a labeled container during storage, transport, shipment, or disposal are exempted from the labeling requirement.
   d. Regulated waste that has been decontaminated need not be labeled.

2. **Exposure Prevention Practice Controls**
   a. Exposure prevention practice controls will be used to eliminate or minimize exposure.
   b. Personal protective equipment will be available for use if there is exposure potential.
   c. Readily accessible hand washing facilities and/or appropriate antiseptic hand cleanser will be available.
   d. Contaminated sharps containers will be available.
   e. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in all lab areas where there is a reasonable likelihood of exposure.
   f. All procedures involving blood or other potentially infectious materials will be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances.
   g. Equipment which may become contaminated with blood or other potentially infectious materials will be decontaminated prior to servicing or shipping.
3. **Personal Protective Equipment**
   a. Appropriate personal protective equipment such as gloves, gowns, face shields, eye protection, and masks, are maintained by the program in the lab.
   b. Personal protective equipment will be considered "appropriate" only if it does not permit blood or other potentially infectious materials to pass through to or reach the employee's clothes, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
   c. Personal protective equipment will be repaired or replaced as needed to maintain effectiveness.
   d. All personal protective equipment will be removed prior to leaving the lab area and placed in designated areas or containers for storage, washing, decontamination, or disposal.
   e. HCC will arrange for proper cleaning, laundering, and disposal of personal protective equipment.
   f. **Gloves** will be worn when there is potential for hand contact with blood or other potentially infectious materials and when handling or touching contaminated items or surfaces.
      i. Hypoallergenic gloves, powderless gloves, or other similar alternatives will be readily accessible to those individuals who are allergic to the gloves normally provided.
      ii. Disposable (single use) gloves will be replaced as soon as practical when contaminated or damaged. Disposable (single use) gloves will not be washed or decontaminated for reuse.
   h. **Masks** in combination with eye protection devices, such as goggles or glasses with solid side shields, will be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated.
   i. **Appropriate protective clothing** such as gowns, aprons, lab coats, clinic jackets, or similar outer garments will be worn in exposure situations.
   j. **Surgical caps** and/or **shoe covers** will be worn in instances when gross contamination can reasonably be anticipated (e.g., necropsies, sawing, or otherwise aerosolizing human tissue or fluids).

4. **Housekeeping**
   a. HCC will ensure that the learning environment is maintained in a clean and sanitary condition.
   b. All contaminated equipment and work surfaces will be decontaminated immediately or as soon as feasible with an appropriate disinfectant after completion of procedures and at the end of the lab class session if the surface may have become contaminated since the last cleaning.
   c. Protective coverings, such as plastic wrap, aluminum foil, or imperviously-backed absorbent paper used to cover equipment and environmental surfaces will be removed and replaced when they become contaminated.
   d. All bins, pails, cans, and similar receptacles intended for reuse will be decontaminated immediately if they are contaminated with blood or other potentially infectious materials.
   e. Broken glassware which may be contaminated will not be picked up directly with the hands. Mechanical means, such as a brush and dust pan, tongs, or forceps will be utilized for cleaning.
   f. Reusable sharps that are contaminated with blood or other potentially infectious materials will not be stored or processed in a manner that requires individuals to reach by hand into the containers where these sharps have been placed.
5. **Regulated Waste**
   a. Disposal of all regulated waste will be in accordance with all applicable federal, state, and local regulations.
   b. Contaminated sharps and other regulated waste will be discarded immediately or as soon as feasible in biohazard labeled containers that are closable, puncture resistant, and leak-proof.
   c. Containers for contaminated sharps will be maintained upright throughout use, easily accessible to personnel, replaced routinely, and not be allowed to overfill.
   d. When moving contaminated sharps or other regulated wastes the containers will be biohazard labeled and closed to prevent spillage or protrusion during handling, storage, transport, or shipping.
   e. Secondary containers will be used if leakage is possible. The second container will also be biohazard labeled, closable, and constructed to contain all contents and prevent leakage.

6. **Laundry**
   a. Contaminated laundry will be handled as little as possible while being placed in biohazard labeled transport bags or containers.
   b. Contaminated laundry will not be sorted or rinsed in the location of use.
   c. Wet contaminated laundry will be placed in appropriate leak proof bags or containers.
   d. Individuals who have contact with contaminated laundry must wear protective gloves and other appropriate personal protective equipment.

7. **Training**
   a. Training for all students will be provided during PTA 101 &102 with a summative assessment that must be passed by 75% or higher.
   b. Students may also be required to complete training with specified clinical sites.
   c. The person conducting the training will be knowledgeable in the subject matter covered by the elements contained in the training program.
   d. HCC PTA program may provide additional training as identified.
   e. Training must be conducted annually.
   f. Training must contain the following elements:
      i. Reference to the regulatory text of the OSHA Bloodborne Pathogen Standard (29 CFR 1910.1030) and an explanation of its contents
      ii. A general explanation of how widespread blood borne diseases are among the general population and what the symptoms of blood borne diseases are.
      iii. An explanation of the ways blood borne diseases are transmitted.
      iv. Exposure to HCC policies and procedures and the means by which a copy may be obtained.
      v. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.
vi. An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, preventative practices, and personal protective equipment.

vii. Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment.

viii. An explanation of how personal protective equipment is selected for particular tasks.

ix. Information on the Hepatitis B vaccine, including information on how well it works, safety, method of administration, the benefits of being vaccinated.

x. Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

xi. An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available.

xii. An explanation of the signs and labels and/or color coding.

xiii. An opportunity for interactive questions and answers with the person conducting the training session.

8. **Post-Exposure Evaluation and Follow-Up**
   a. If exposure occurs, the immediate action is to contain and prevent additional exposure.
   b. The exposed individual will be provided appropriate first aid and emergency medical assistance will be contacted as indicated.
   c. Medical intervention will be recommended or sought immediately so baseline testing and an evaluation of the incident can be made.
   d. If the exposure occurred on campus, HCC Security will be immediately contacting to initiate the process of completing an incident report.
   e. If the incident occurred in an off-campus facility, refer to that facilities policy & procedure for seeking intervention.
   f. All exposures need to be reported immediately to PTA Program Coordinator or the clinical instructor monitoring the off-campus clinical and either an HCC Incident report, or other appropriate documentation completed and securely filed.
   g. The exposed individual will be asked to document the route of exposure, the circumstances under which the exposure incident occurred, and asked for the identification of the source (including any person) as indicated.
   h. All applicable HCC policies & procedures, state and federal laws and regulations will be followed.
   i. HCC PTA students are required to purchase and carry health insurance and will be responsible for all costs associated with exposure and follow-up.
   j. If a PTA student fails to report or chooses not to immediately seek medical care or fails to seek medical care, the student bears the responsibility of the outcomes of these decisions.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 12-16-17

Original: 10-15-2015

Heartland Community College
Physical Therapist Assistant Program
CAMPUSSAFETY and EMERGENCY PROCEDURES

Policy:
The PTA program is committed to providing a safe environment for students and faculty engaged in on- and off-campus activities, therefore students and program faculty will adhere to all safety and emergency guidelines delineated by the PTA program and HCC.

Procedure:
1. Related to Campus Safety and Emergency Procedures:
   a. Faculty and Students will:
      i. Watch the HCC safety video that covers: campus security, immediate action guides, campus signage, emergency updates and alerts, and traffic and parking.
      ii. Review the Immediate Action Guides book located in every classroom.
      iii. Follow the Evacuation Plan (route) as posted on walls in all hallways.
      iv. Read and follow safety guidelines for lab.
      v. Call 911 for any campus emergency.
      vi. Call 8300 to reach Safety and Security services.

2. Related to safety and dealing with body substances and hazardous material:
   a. Students will:
      i. Be instructed to universal precautions as part of the PTA curriculum in PTA 101/102.
      ii. Review protocol for exposure to Blood Borne Pathogen at orientation.
   b. Faculty and Students will:
      i. Follow protocol for exposure to Blood Borne Pathogens
      ii. Reference Material Safety Data Sheets (MSDS)

3. Related to safety regulations regarding use of equipment in the program laboratory:
   a. Students will:
      i. Access lab only when a program faculty member is present on campus.
      ii. Keep equipment and table tops cleansed with a disinfectant on a regular basis.
      iii. Refrain from working on skills and or equipment not yet instructed in.
      iv. Refrain from using equipment without another individual in the room.
      v. Notify instructor of any suspected malfunctioning equipment.
      vi. Refrain from using any equipment on non-PTA students.
      vii. Contact Safety and Security and file an incident report in the event of injury &/or illness while in lab room.

4. Related to safety in student interaction in the classroom and laboratory setting:
   a. Faculty will:
      i. Review Lab Expectations found in each lab syllabus inclusive of safety related items, student responsibility and behaviors.
      ii. Students will be instructed in universal precautions as part of the PTA curriculum.
5. **Related to safety of students when in the role of students or patient stimulators:**
   a. Faculty will:
      i. Review Lab Expectations found in each lab syllabus inclusive of safety related items, student responsibility and behaviors on first lab class meeting day.
   
   b. Students will:
      i. Notify the instructor and the PTA Program Coordinator regarding any health problem, current or past that may preclude him/her from taking part in a specific intervention.
      ii. Not be allowed to attend classes until all conditions deemed medically infectious have resolved.

6. **Related to ensuring equipment used in the classroom and laboratory setting is in safe working order and is appropriately maintained and calibrated:**
   i. PTA Program Coordinator will ensure yearly preventative maintenance and/or calibration of all equipment by a qualified bio-engineer documented in a written report.
   ii. Faculty and students will monitor all equipment to ensure safe working condition. Any equipment found to be broken will be taken out of use immediately and fixed or replaced.
Heartland Community College  
Physical Therapist Assistant Program  
DRUGS AND/OR ALCOHOL USE

Policy:
To protect the safety of students, faculty, staff, patients, and the public, students are prohibited from:

- Distributing, manufacturing, selling, or using illegal drugs.
- Being in an impaired state during any events or activities associated with the PTA program, including classes, lab, and off-site clinical rotations.
- Abusing or misusing prescriptions drugs or over-the-counter medication

Persons who violate state or federal laws are also in violation of this policy and Heartland Community College Code of Student Conduct and may face disciplinary action by the College up to and including dismissal from the program and College.

The PTA program may conduct random drug and/or alcohol testing and has the right and responsibility to remove a student from class or the clinical rotation any time reasonable suspicion of substance abuse is present. The test will be conducted through the company selected by Heartland Community College, and all costs will be the student's responsibility.

Procedure:
1. If reasonable suspicion of drug and/or alcohol use exists while the student is on campus, faculty will contact the HCC Safety and Security Services and request the student be removed from the learning environment. Arrangements will be made to have the student immediately undergo drug and/or alcohol testing at a facility selected by Heartland Community College. It is the student's sole responsibility for arranging safe transportation to the testing facility. All costs will be the student's responsibility.
2. If reasonable suspicion of drug and/or alcohol use occurs during off-site activities or at a clinical site, the Drug and/or Alcohol Use Policy and Procedures (or appropriate policy and procedure) of the facility will be followed.
3. Failure to consent to release information or cooperate appropriately with regard to the process shall result in the student's immediate dismissal from the HCC PTA program.
4. Any form of tampering with the testing procedure is forbidden. Omission of required information or the submission of false or misleading information on the drug and/or alcohol screen forms, specimen, or in any communication with the College or testing agency will result in dismissal from the PTA program at Heartland Community College.

Dealing with Positive Results
5. If a report indicates any positive drug and/or alcohol screen results, the vendor will typically contact the student to investigate.
6. Once the vendor has completed its investigation, the results will be sent to the Program Director/Coordinator.
7. The Program Director/Coordinator will contact the student informing him/her of the findings.
8. If the student believes the report findings are in error, the Program Director/Coordinator will verify the vendor has completed an investigation into the individual’s case to determine the accuracy of the information.
9. If the results of the drug and/or alcohol screen remain positive after this investigation and/or the student responds that a positive drug and/or alcohol screen is accurate, a conference will be convened with the student, the program coordinator, program faculty, the Dean of Health Sciences and an HCC counselor.
The student may elect to bring a support person with them, but this person is there for support only and will not actively take part in the meeting.

10. Following the conference, the Heartland Community College representatives listed above will meet to discuss consequences. Possible consequences include, but are not limited to, a behavior probation agreement up to immediate dismissal from the program.

11. The student will be notified in writing of the decision within 5 business days of the meeting.

12. In the event a student tested positive on the drug and/or alcohol screen and remains in the program on a behavior program agreement, a random drug screen and/or alcohol test may be conducted at any time. All costs will be the student's responsibility.

13. The students may appeal the committee’s decision by following the Students Appeals Procedure as outlined in the Heartland Community College Student Handbook.

14. The drug screening report and any written correspondence will be retained in a secure file in the Program Director/Coordinator’s office.

Heartland Community College
Approved: Interim Dean of HHS, Dr. Rick Pearce VP of LSS
Revision Dates: 04-04-2016 / 12-17-16 / 9-20-18

Effective Date: 4-30-2014
Heartland Community College  
Physical Therapist Assistant Program  
EQUIPMENT PREVENTIVE MAINTENANCE PROGRAM

Policy:
To maximize safety of students, all electrical equipment owned and used by the Heartland Community College Physical Therapist Assistant program will be annually inspected and labeled by a qualified biomedical engineer.

Procedure:

1. A qualified biomedical engineer will be scheduled annually to inspect and appropriately label all equipment requiring biomedical review.

2. The PTA Program Coordinator will provide the biomedical engineer with a list of equipment in the PTA program.

3. The biomedical engineering company will provide HCC with:
   a. Annual equipment testing and calibration.
   b. Labeling that verifies testing and calibration.
   c. Written documentation of testing results.
   d. Repair as needed.

4. Any equipment with real or suspected safety concerns discovered by students or faculty should be immediately taken out of use and labeled, as well as reported to a PTA Program faculty member. The PTA Program Coordinator will contact the biomedical engineer and have the equipment assessed and/or repaired prior to placing the equipment back into use.

Developed by: PTA Program Coordinator  
Approved: Interim Dean of HHS  
Revision Dates: 10-15-2015

Original: 4-30-2014
Policy:
All PTA Program faculty will ensure the safety of the lab environment during formal class meetings and open lab times.

Procedure:

1. During the first class session for each lab class the faculty will review Campus Safety information to include; Immediate Action Guide & Evacuation Plan and emergency phone numbers.
2. Faculty will review the policy Lab Expectations and orient student to placement of MSDS binder, first-aid kit, personal protection equipment and Bloodborne pathogens. Hazardous Materials Exposure Protocol policy on the first class session of the semester for each lab class.
3. Faculty and / or students will notify the PTA Program Coordinator and maintain confidentiality regarding any health concerns that preclude student from participating in lab activities.
4. Faculty will monitor equipment in PTA classrooms and labs for safe working condition.
5. Students will inform a PTA faculty member of any suspected malfunctioning equipment. The faculty member will remove the malfunctioning equipment and label as “OUT of ORDER” and notify PTA Program Coordinator. PTA Coordinator will arrange for inspection and repair.

Developed by: PTA Program Coordinator
Original: 4-30-2014
Approved: Dean of HHS
Revision Dates: 10-16-2015 / 12-17-16
Heartland Community College
Physical Therapist Assistant Program
GUIDELINES for ACCIDENTS / INJURIES in the CLINICAL SETTING

Policy:
During the clinical education component of the program, PTA students will abide by the procedures listed below in the event he/she experiences an accident/injury in the clinic setting.

Procedure:
1. A student who is injured or comes in direct contact with blood or body fluids in the clinical setting should immediately notify his/her clinical instructor and the ACCE.
2. In accordance with the HCC PTA Program Affiliation Agreement, if a student requires medical care the procedure outlined in section B. Facilities Responsibilities, # 4 will be followed.
3. Clinical Instructors should notify the Center of Clinical Education or Administrative Supervisor at the agency when a student is requesting access to medical care due to student injury in the facility.
4. Before returning to the classroom or clinic a student must obtain a physicians’ release stating that he/she can perform all requirements of the PTA Program (refer to course objectives) without restriction.
5. Students in the PTA Program are required to carry a personal health insurance policy.
Policy:
The PTA lab should be utilized like a Physical Therapy Department and therefore students have the responsibilities to create a safe, professional environment that is conducive to learning.

Procedure:
1. To ensure student safety in the lab:
   a. Students will:
      i. Notify the instructor and the PTA Program Coordinator regarding any health problem, current or past that may preclude you from taking part in lab activities.
      ii. Maintain cleanliness in the lab.
         a) Wipe down treatment tables with antibacterial spray after each lab session.
         b) Return equipment/supplies to appropriate storage area after lab completion.
      iii. Follow Standard Precautions.
         a) Use Good hand hygiene
         b) Good respiratory hygiene
         c) Use Personal Protective equipment if indicated (gloves, gown and masks are available in the lab)
      iv. Follow exposure policy.
      v. Not be allowed to attend classes until all conditions deemed medically infectious have resolved.
      vi. Access lab only when program faculty member is present on campus.
      vii. Refrain from working on skill or equipment not yet instructed in.
      viii. Refrain from using any piece of equipment without another individual in the room.
      ix. Individuals that are not currently enrolled in the program may not be allowed in the lab space at any time unless approved by program faculty.
      x. Notify instructor of any suspected malfunctioning equipment.
      xi. Refrain from performing any data collection or interventions on non-PTA students.
      xii. Contact safety and security and file an incident report in the event of injury & / or illness while in lab room.
      xiii. Refer to the Material Safety Data Sheet (MSDS) binder found in the lab for

2. To ensure a professional environment in the lab:
   a. Students will:
      i. Refrain from using any electronic communication device, unless the instructor has provided prior authorization.
      ii. Demonstrate the “8 Choices of Successful Students” as noted in the Professionalism Rubric adapted from Skip Downing On Course Strategies.

3. To optimize learning:
   a. Students will
      i. Complete all reading and assignments prior to beginning of lab.
ii. Dress in appropriate lab attire (tank tops, sports bra, halter tops, shorts, athletic shoes, T-shirt) prior to beginning of lab.

iii. Prepare treatment area with necessary equipment, supplies and linen for each lab session.
Heartland Community College
Physical Therapist Assistant Program
MATERIAL SAFETY DATA SHEETS (MSDS)

Policy:
The HCC PTA Program is committed to the prevention of exposures that may result in injury and/or illness; and to comply with all applicable HCC, state and federal statues, rules and regulations. To assure all individuals involved with the HCC PTA program know about information concerning the dangers of all hazardous chemicals used by the program Material Safety Data Sheets (MSDS) will be maintained in a manual readily accessible in the lab area. Utilization of any substance or material should follow manufacturer's recommendations.

A Hazardous Material is any substance which is potentially toxic, incompatible with other substances, corrosive, explosive, flammable or combustible, or poses unusual physical hazards under normal use conditions or emergencies. Look at the label on chemical containers. If you see words like FLAMMABLE, DANGER, COMBUSTIBLE, HAZARDOUS, POISON, CAUTION or WARNING, then you know a MSDS is required.

A Material Safety Data Sheet (MSDS) is a short technical report that provides the known hazards of a specific material. They are written by chemical manufacturers for chemicals they produce or import. The purpose of a MSDS is to provide written information for the safe use and handling of a particular chemical. They may be written in different forms, but all are required to provide the following basic information:

1. It's official name and chemical name
2. Manufacturer's name, address and phone number, plus a number to call in an emergency
3. A list of hazardous ingredients
4. Limits of safe exposure, such as the permissible exposure limit (PEL) and the threshold limit value (TLV)
5. Physical characteristics, such as appearance, odor, color, boiling point, melting point, vapor pressure, vapor density, solubility in water and evaporation rate.
6. Flash point, or temperature at which it ignites, and how to extinguish a resulting fire.
7. Unusual fire or explosion hazards.
8. Reactivity level: for example, whether it is stable or unstable and its incompatibility with certain chemicals, atmospheric changes or other conditions.
9. The need for personal protective equipment, such as gloves, goggles, impermeable gowns, respirator masks and hood hoods.
10. Acute and chronic health hazards, including symptoms of overexposure and medical conditions that may be aggravated by exposure.
11. First-aid and emergency procedures that should be taken in the case of exposure.
12. Procedures to use in case of a spill or leak, including clean-up technique, personal protective equipment needed and proper waste material disposal.

Procedure:
1. The HCC PTA Program Coordinator will designate a PTA faculty member who will be responsible for obtaining and filing current MSDS for each product that contains any chemical that may be considered hazardous.
2. The designated faculty member will be responsible for reviewing and updating the MSDS Manual on an annual basis or as needed.
3. The designated faculty member will be responsible for obtaining an MSDS on any new chemical product brought into the program.

4. During the orientation of each new student cohort, the MSDS policy and procedure and MSDS Manual will be reviewed.

5. Anyone involved with the PTA program is encouraged to reference the MSDS manual prior to working with any substance or material that may be deemed hazardous.

6. In the event of an exposure the MSDS will be consulted related to First-aid and emergency procedures as well as procedures to use in case of a spill or leak, including clean-up technique, personal protective equipment needed and proper waste material disposal.

7. The MSDS manual will be maintained in the lab area at all times, located in a labeled notebook placed next to the sink.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates:

Heartland Community College
Physical Therapist Assistant Program
MEDICAL/NON-MEDICAL REQUIRED ACCOMMODATIONS or LEAVE for a STUDENT

The curriculum leading to the Associate of Applied Science (A.A.S.) degree in Physical Therapist Assistant requires a student to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and function. Unique combinations of psychomotor, physical, cognitive, affective and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the A.A.S. in Physical Therapist Assistant, these functions are necessary to ensure the health and safety of patients, fellow students, faculty and other healthcare members.

Policy:

Heartland Community College and the PTA program will make all reasonable accommodations to students when documented medical or non-medical conditions impede participation or completion of Essential Functions.

Procedure:

1. A student who incurs a medical or non-medical condition(s) that potentially or actually impedes or disallows the participation or completion of the Essential Functions (as defined in this handbook) or any other program related activity must inform the Program Coordinator of their status at the earliest possible time.

2. Upon request, the student must provide the Program Coordinator with adequate, authorized documentation of the need for accommodations and/or leave. HCC and/or the PTA Program faculty have the sole discretion for determining what documentation is acceptable.

3. The HCC PTA Program will attempt to make accommodations as deemed appropriate and possible by the program. The PTA program may consult any potential resources as determined by the program.

4. If it is determined by the PTA program faculty that accommodations are not possible, the student’s progression in the program may be delayed, or based on the circumstances the student may have to withdraw from the program.

5. If the student has withdrawn from the program and desires to return, the Re-entry into the PTA Program policy and procedures will be utilized as written in the PTA Student Handbook.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates:

Section VI: CLINICAL EDUCATION
GENERAL INFORMATION

1. ACCE Job Description
2. Clinical Education (Philosophy / Goals)
Heartland Community College
Physical Therapist Assistant Program

ACADEMIC COORDINATOR of CLINICAL EDUCATION (ACCE)

JOB DESCRIPTION

Position Title: Academic coordinator of Clinical Education (ACCE)
Classification: Faculty
Reports to: PTA Program Coordinator/Dean of Health and Human Services
Department: Physical Therapist Assistant Program

The ACCE shall be responsible to the PTA Program Coordinator, Instructional Chair – Allied Health, and to the Dean of Health & Human Services for the management of the clinical education component of the Physical Therapist Assistant Program. The ACCE/DCE holds a faculty appointment and has academic, administrative, and service responsibilities consistent with the mission and philosophy of the institution and program. This individual demonstrates competence in clinical education, teaching, and curriculum development. In addition, the ACCE/DCE primary responsibilities are to plan, coordinate, facilitate, administer, and monitor activities on behalf of the academic program and in coordination with academic and clinical faculty. These activities include but are not limited to the following:

- developing, monitoring, and refining the clinical education component of the curriculum,
- facilitating quality learning experiences for students during clinical education,
- evaluating students’ performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum,
- educating students, clinical and academic faculty about clinical education,
- selecting clinical learning environments that demonstrate characteristics of sound patient/client management, ethical and professional behavior, and currency with physical therapy practice,
- maximizing available resources for the clinical education program,
- providing documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc),
- actively engaging core faculty clinical education planning, implementation, and assessment.

Minimal Qualifications:

- Graduate of an accredited physical therapist assistant or physical therapist program, or deemed equivalent program.
- Earned associate degree as a physical therapist assistant or professional degree as a physical therapist.
- Licensed to practice as a physical therapist or physical therapist assistant in Illinois
- Minimum of 3 years of clinical experience as a physical therapist assistant or physical therapist.
- Minimum of 3 years of clinical teaching and/or clinical coordination experience.
- Strong communication, organization, interpersonal, problem-solving, and counseling skills.
- Current knowledge and skill in the use of information and computer technology (e.g., word processing, e-mail, database) or proven ability to learn these skills.
- Able to work with students with special needs based on the Americans with Disabilities Act (ADA).
- Knowledge of legislative, regulatory, legal and practice issues affecting clinical education, students, and the profession of physical therapy.

March 1, 2015

- Able to meet the faculty requirements as stated in the Standards & Elements for the Accreditation of Physical Therapist Assistant Programs.
- Able to initiate, administer, assess, and document clinical education programs.
- Able to work independently and coordinate work with colleagues and peers.
- Able to travel, as needed.

Preferred Requirements

- Prior teaching experience in a physical therapist assistant/physical therapist academic program or equivalent coursework.
- Earned bachelor degree or enrolled in or desire to pursue undergraduate studies.
- Knowledge of education, management, and adult learning theories and principles.
- Active in clinical practice, especially as applicable to clinical education.
- Active in professional activities at local, state, and/or national levels.
- Earned status as an APTA Credentialed Clinical Instructor.
- Member of the American Physical Therapy Association

Responsibilities

The ACCE/DCE is responsible for coordinating and managing the efforts of the academic program and clinical education sites in the education and preparation of PT and PTA students by performing the following activities:

I. Meets and conforms to Board Policy Manual and/or the provisions of the Collective Bargaining Agreement negotiated by and between The Board of Trustees and the faculty union.

II. Communicates Between the Academic Institution and Affiliated Clinical Education Sites

A. Communicates news, and current information (e.g. curriculum, clinical education objectives, staffing changes, and site availability) among all concerned stakeholders (e.g. the academic institution, clinical education sites, clinical faculty and students) to maintain current knowledge of the educational program, the clinical education site, and health care changes affecting clinical practice and education.

B. Provides ongoing communication with clinical educators at each clinical education site to include:
   - philosophy of the academic program;
   - academic program curriculum and specific syllabus and learning objectives for each clinical experience and behavioral expectations that may not be addressed by learning objectives;
   - policy and procedures of the academic program pertaining to clinical education;
   - current materials required for accreditation;
   - clinical education contractual agreement negotiated and maintained between the academic program and each clinical education site;
   - dissemination of appropriate student and related information (e.g. health insurance, liability/malpractice insurance, state/federal laws and regulations such as ADA);
   - collection of information about clinical education sites for selection of or assignment to clinical education sites;
   - provision of dates for each clinical education experience;
   - academic program requests from clinical education sites regarding the number and type of available student clinical placements;
- coordinating student assignments (consideration might be given to items such as patient variety, health care settings and size, types of learning experiences, clinical site and student expectations, strengths/limitations of clinical experiences);
- clinical faculty development opportunities including educational seminars and faculty availability as a resource in their areas of expertise, and;
- maintenance and distribution of a clinical education manual.

C. Communicates and oversees communication with Center Coordinators of Clinical Education (CCCEs), Clinical Instructors (CIs), and students to monitor progress and assess student performance. Provides guidance and support as required to problem solve and discuss pertinent issues with student(s), CIs, and/or CCCEs.

D. Places, supervises, and communicates with students while on clinical experiences. Responsibilities associated with these roles include, but are not limited to:

- informing students of clinical education policies and procedures;
- supplying relevant clinical education site information to facilitate student assignment to clinical education sites (e.g. learning experiences, clinical site prerequisites, housing availability);
- providing a process for students to assess their performance and satisfaction;
- preparing clinical rotation assignment schedules and coordinating information dissemination to clinical education sites;
- assisting with educational planning, behavior/performance modification, remedial education, referral to student support agencies (financial aid counseling as required), and;
- arranging for periodic and or impromptu visits/communication to students, clinical education sites and clinical faculty as needed to problem solve, support, and discuss pertinent issues with student(s), CIs, and/or CCCEs.
- assign the student's final grade for clinical courses

E. Evaluates each clinical education site through student feedback, on-site visits, and ongoing communications and routinely shares this information with academic and clinical faculties. Provides feedback to clinical educators concerning their effectiveness in delivering clinical learning experiences based on student feedback and through direct observations.

II. Clinical Education Program Planning, Implementation, and Assessment

A. Performs academic responsibilities consistent with the Commission on Accreditation in Physical Therapy Education (CAPTE), and with institutional policy.

- Coordinates and teaches clinical education courses and other related course content based on areas of content and clinical expertise.
- Directs effort and attention to teaching and learning processes used throughout the curriculum (e.g. management and education theory, adult learning).
- Monitors and documents the academic performance of students to ensure that they successfully achieve the criteria for completing clinical learning experiences.
  - Reviews and records student evaluations from CIs and determines the final grade for all clinical education courses in the curriculum.
  - Utilizes intervention strategies with CIs, CCCEs, and students who excel or demonstrate difficulties while on clinical education experiences or require learning strategies where a disabling or learning condition is present.
 Develops remedial experiences for students, if necessary. Confers with the appropriate faculty (clinical and academic), the Program Director, Dean, Administration and other individuals (e.g. counseling staff) where applicable.

- Provides direct input into curriculum design, review, and revision processes by:
  - Collecting and organizing pertinent information from clinical education sites and students and disseminating this information to faculty during curricular review processes in a timely manner.
  - Preparing reports and/or engaging in discussions with faculty on student progress in clinical education.
  - Keeping faculty informed about the clinical education program, pertinent policies and procedures, and changes influenced by accreditation.

- Coordinates and/or provides leadership for a Clinical Education or Program Advisory Committee consisting of area clinical educators, employers, or other persons, where feasible.
- Participates in academic program meetings, institutional governance, and/or community service activities as appropriate to the mission of the academic institution.
- Develops and implements a plan for self-development that includes the participation in and enhancement of teaching, delivery of physical therapy services, and development of scholarly activities (e.g. scholarship of teaching, application, integration and discovery).
- Functions as a faculty member in other job responsibilities as delegated by the Program Director/Chair or as required by the academic institution, Dean or other Administrator.
- Monitors the changing health care delivery system and advises the Program Director and faculty of changing trends and potential impact on student enrollment, instruction, curriculum design, clinical education, and equipment needs.
- Develops and administers information and education technology systems which support clinical education and the curriculum.
- Participates in regional, state, and/or national clinical education forums, clinical education related activities, and programs designed to foster clinical education (e.g. Clinical Education Consortia, Clinical Education Special Interest Group (SIG) of the Section for Education, Chapter Clinical Education SIGs, and APTA Education Division activities).

B. Manages administrative responsibilities consistent with CAPTE, federal/state regulations, institutional policy, and practice setting requirements.
- Administers a system for the academic program's clinical education records which include:
  - current database of clinical education sites;
  - current information on clinical education site and clinical faculty;
  - status of negotiated clinical education agreement between the academic program and clinical education site;
  - utilization of clinical education sites;
  - reports on the performance of students in clinical education, and
  - reports on clinical site/faculty performance in clinical education.
- Acts as an intermediary among the appropriate parties to:
  - facilitate the acquisition of clinical education agreements;
  - administer policies and procedures for immunization, preventive health care practices, and for management of student injury while at clinical sites, and
o ensure liability protection of students (and faculty if required) inclusive of professional, governmental, institutional, and current risk management principles.

- Assists the Program Director in the development of a program budget by providing input on items related to the clinical education program and overall program budget.
- Manages fiscal allocations budgeted for clinical education.
- Develops, implements, and monitors adherence to policy and procedures for the clinical education component of the curriculum.
- Develops, administers, and monitors the academic program's evaluation process for the clinical education component, including instruments used for evaluation of student performance, clinical education sites and faculty.
- Participates in the preparation of accreditation documentation and outcome performance assessment of students in the physical therapy program.

**III. Clinical Site Development**

A. Develops criteria and procedures for clinical site selection, utilization, and assessment.

B. Establishes, develops, and maintains an adequate number of clinical education sites relative to quality, quantity and diversity of learning experiences (i.e. continuum of care, commonly seen diagnoses, across the lifespan, health care delivery systems, payers, cultural competence issues) to meet the educational needs of students and the academic program, the philosophy and outcomes of the program, and Standards & Elements set by CAPTE.

C. Provides clinical education site development opportunities through ongoing evaluation and assessment of strengths and areas needing further development or action (e.g. in service training, discontinue student placements).

**IV. Clinical Faculty Development**

A. Collaborates with clinical faculty to promote, coordinate, plan, and provide clinical faculty development opportunities using effective instructional methodologies and technologies.

B. Encourages clinical faculty to participate in local, statewide, and national forums designed to foster and discuss issues addressing clinical education.

C. Maintains knowledge of current trends in health care and its effect on clinical education and apprises clinical educators and faculty of any changing trends.

D. Mentors other academic faculty about their role and responsibilities related to clinical education (e.g. clinical site visits, determining readiness for the clinic)
Heartland Community College  
Physical Therapist Assistant Program  
CLINICAL EDUCATION PHILOSOPHY AND GOALS

PHILOSOPHY
Clinical practice experience in performance of actual patient care is an essential and vital component of the Physical Therapist Assistant's education. The value of the class in clinical experience is dependent upon the selection and planning of treatment sessions, the quality of supervision and feedback that the student receives as well as the extent to which the student utilizes the learning opportunity.

It is the student's right to receive the clinical experiences necessary to prepare him/her to complete the Program as a "job ready" PT Assistant who is able to enter the profession with the necessary skills to perform in a safe, ethical, proficient manner. It is the student's responsibility to make the most of his/her learning experiences while in the clinic and to actively participate in the planning of the learning experiences and the evaluation of his/her performance.

It is the responsibility of the college program to provide the student with adequate instruction to perform the various duties of a student PTA. The college program is also responsible in determining that the student is competent and safe in the skills stated in the clinical class objectives before placing the student in the clinic.

GOALS: To meet the Program mission and goals the clinical education portion of the program will meet following outcomes:

1. The clinical education courses are sequenced appropriately in the curriculum to meet the goals and objectives of the clinical education program.
2. The clinical education courses are of appropriate duration and length to meet the goals and objectives of the clinical education program.
3. The number and variety of clinical education sites is sufficient to meet the goals and objectives of the clinical education courses in the curriculum.
4. Communication with the clinical education sites is sufficient and effective.

Clinical Education Component Definitions

1) Academic Faculty: Physical Therapists or Physical Therapist Assistants employed by Heartland Community College with the primary responsibility for classroom and laboratory teaching.
2) ACCE/DCE: Academic Coordinator of Clinical Education/Director of Clinical Education; a faculty member of the academic program whose primary duties are development, coordination and evaluation of the clinical education component of the program.
3) CCCE: Center Coordinator of Clinical Education; this individual is employed by the clinical site, and may or may not be a physical therapist or physical therapist assistant. He/she is responsible for the coordination of clinical assignments between the clinical site and the academic institution.
4) Clinical Site: Health care facilities that contract with the academic institution to provide clinical experiences for the PTA students of the academic institution.
5) CI: Clinical instructor; a physical therapist or physical therapist assistant, employed by the clinical site, who supervises and evaluates the student clinical and behavioral performance throughout the clinical experience.
6) Clinical Faculty: Physical Therapists or Physical Therapist Assistants employed by the clinical site that provide supervision, direction and education to the student during the clinical education component of the PTA program.
CLINICAL SITES

1. Affiliation Agreements
2. Clinical Commitment
3. Clinical Education Placement Site Data
4. Clinical Site Visitation
5. Selection of Clinical Sites
6. Supervision of PTA Students
Policy:
Clinical practice experience in performance of actual patient care is an essential and vital component of the Physical Therapist Assistant's education. HCC will cultivate this aspect of the learning experience through a written affiliation agreement with community based Physical Therapy providers. The Affiliation Agreement, or contract, between Heartland Community College and the contracting facility (i.e: hospital, school district, private practice, etc.) must include, at a minimum, the following:

1. Name of the affiliating entity and Heartland Community College.
2. Delineate the primary purpose as the provision of practical learning and clinical experience for the students of HCC.
3. Outline the school responsibilities.
   - This will include a statement that HCC holds the ultimate responsibility and authority for provision of a grade for the clinical education experience.
4. Outline the affiliating entity responsibilities.
5. Outline additional responsibilities of both parties.
   - This must include a statement about patient privacy and patient rights including right of refusal to have a student involved in their care.
6. Term of the agreement
7. Standard contractual language regarding liability, non-discrimination, notices, governing laws etc.
8. Authentication by the appropriate authorities of each entity of the contract. (name, title, signature, date)
9. Exhibit naming the specific facility(s) and site(s) where the clinical education will occur.
10. Exhibit naming the specific programs of HCC the affiliation agreement includes.

HCC has developed an affiliation agreement template, however the potential clinical site may elect to utilize their agreement template. In the event the potential clinical site choses to utilize their agreement template, this must follow the appropriate procedures outlined below.

The following procedures assist with guiding the development, maintenance and review of affiliation agreements.

Procedure:
1. The ACCE will identify potential clinical sites utilizing varied resources (advisory committee, students, other clinical sites, PT professional organizations, public).

2. The ACCE will contact the potential site utilizing electronic media (telephone or email) or a written letter outlining the desire to establish a relationship.

3. If the potential clinical site expresses interest the ACCE will then establish a face to face meeting to review the HCC PTA curriculum and clinical education program as well as the potential clinical sites capabilities to fulfill the role of clinical education.

4. The ACCE will utilize the following as a guide in determining if a relationship will be developed with the potential clinical site:
   a. Needs of the HCC PTA program
   b. Clinical sites willingness
c. Clinical sites potential experiences as they relate to the curriculum
d. CCCE and CI qualifications
e. Location of the site
f. Discussions with PTA programs that may have an affiliation agreement with the potential site
g. Discussions with community members
h. Discussions with HCC PTA Program Advisory Board
i. Other

5. Once the ACCE has determined that a relationship should be established based on the needs of the PTA program and the ability of the site to provide a quality experience:
   a. The ACCE will develop a database for the potential site utilizing the HCC SharePoint.
   b. The ACCE will establish who the contact person will be for the potential clinical site (typically the CCCE).
   c. The ACCE will inform the Health and Human Services (HHS) Divisional Secretary of the potential clinical site development.

   HCC AFFILIATION AGREEMENT (no changes)

   d. The HHS Divisional Secretary will forward a blank copy of the HCC Affiliation Agreement to the potential clinical site for review.
      i. The site will be requested to review the template and forward changes to the HHS Divisional Secretary.
      ii. If the site has no changes the HHS Divisional Secretary will prepare the affiliation agreement completing all appropriate areas.
      iii. The HHS Divisional Secretary will forward this to the Dean of HHS
      iv. The Dean of HHS will review:
          1. If corrections are warranted the Dean of HHS will work with the clinical site until all issues are resolved.
          2. Once all corrections are completed or if no corrections are warranted, the draft will be forwarded to the HCC VP of Business who will determine if HCC legal review is required. If no legal review is required the VP of Business will sign the draft and return the completed affiliation agreement to the HHS Divisional Secretary.
          3. The HHS Divisional Secretary will forward the original agreement to the clinical site for review and signatures.
          4. Once the clinical site returns the fully executed original, the HHS Divisional Secretary will place the agreement in a secure file maintained by the HHS Divisional Secretary.
          5. A scanned copy will be placed onto SharePoint.
          6. A copy will then be forwarded back to the clinical site.

   HCC AFFILIATION AGREEMENT (changes)

   e. If the site has changes to the HCC template they will be instructed to review, clearly delineate any additions or deletions and then forward the draft to the HHS Divisional Secretary.
i. The HHS Divisional Secretary will forward the revised HCC template to the ACCE for the ACCE to ensure all required CAPTE elements remain in the revised contract.

ii. The ACCE will then forward the revised HCC template to the Dean of HHS.

iii. The Dean of HHS will review:
   1. If corrections are warranted the Dean of HHS will work with the clinical site until all issues are resolved.
   2. Once all corrections are completed or if no corrections are warranted, the revised HCC template will be forwarded to the HCC VP of Business who will determine if HCC legal review is required. If no legal review is required the VP of Business will sign the revised HCC template and return to the HHS Divisional Secretary.
   3. The HHS Divisional Secretary will forward the signed revised draft to the clinical site for signatures.
   4. The clinical site will be instructed to forward the completed revised HCC affiliation agreement back to the HHS Divisional Secretary.
   5. Once the clinical site returns the fully executed original, the HHS Divisional Secretary will place the agreement in a secure file maintained by the HHS Divisional Secretary.
   6. A scanned copy will be placed onto SharePoint.
   7. A copy will then be forwarded back to the clinical site.

f. If the clinical site choses to utilize the clinical site’s agreement template:
   i. The site will be instructed to forward the draft to the HHS Divisional Secretary.

   ii. The HHS Divisional Secretary will then forward the draft to the ACCE for review to ensure all CAPTE requirements are present within the contract.

   iii. The ACCE will forward the draft to the Dean of HHS.

   iv. The Dean of HHS will review:
       1. If corrections are warranted the Dean of HHS will work with the clinical site until all issues are resolved.
       2. Once all corrections are completed or if no corrections are warranted, the draft will be forwarded to the HCC VP of Business who will determine if HCC legal review is required. If no legal review is required the VP of Business will sign the draft and return to the HHS Divisional Secretary.
       3. The HHS Divisional Secretary will forward the signed draft to the clinical site for signatures.
       4. The clinical site will be instructed to forward the completed affiliation agreement back to the HHS Divisional Secretary.
       5. Once the clinical site returns the fully executed original, the HHS Divisional Secretary will place the agreement in a secure file maintained by the HHS Divisional Secretary.
       6. A scanned copy will be placed onto SharePoint.
       7. A copy will then be forwarded back to the clinical site.
6. Addendums to an affiliation agreement will be handled as follows:
   a. Either HCC or the affiliating clinical site may request an addendum.
   b. The HCC HHS Divisional Secretary must be contacted to initiate the process.
   c. In accordance with the agreement, changes must be submitted in writing and both parties must be given an opportunity to review and revise the proposed addendum language.
   d. Once the addendum language has been agreed upon, the HCC HHS Divisional Secretary will draft the addendum.
   e. This will then follow the procedures as outlined in 5 (e) of this policy.

7. The HHS Divisional Secretary will be the primary responsible party for managing the SharePoint file system which will include a system to identify contract expiration.
   a. The file will be tagged to alert at 120 days prior to expiration.
   b. The HHS Divisional Secretary will then forward a letter of renewal to the clinical site.
   c. The HHS Divisional Secretary will inform the ACCE
   d. The procedures outlined in section 5 (d) (e) or (f) will then be followed.

8. The ACCE will review the Affiliation Agreements on SharePoint to assure currency prior to placing a student at the respective site.

9. The ACCE will review all contracts during the annual Clinical Education Program Wrap-Up.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 3-31-2015 / 12-17-16

Original: 4-30-2014
Heartland Community College  
Physical Therapist Assistant Program  
Clinical Commitment

**Policy:** The Clinical Commitment Form lists the timeframes for the three clinical experiences for a given calendar year; CE I and CE II rot 1 & 2. This form, completed by the clinical facility CCCE, lists which clinical experience(s) the clinical site is committing to for the next calendar year.

**Procedure:**
- On March 1st of every year (nationally recognized mail-out date) the ACCE will mail/email out a Clinical Commitment Form for the next calendar year, to each active clinical site with a current clinical contract. The ACCE requests that the CCCE’s return via mail or fax, the Clinical Commitment Form by April 30th of the same year.
- The ACCE will utilize this form to project clinical placements for each clinical experience.
- In the event that there are not enough clinical commitments for any given clinical experience, approximately 3 months prior to a given clinical experience, the ACCE will contact clinical site CCCE’s to secure the needed clinical experiences.

Developed by: PTA Program Coordinator  
Approved: Dean of HHS  
Revision Date:  

Original: 5-27-29014  
March 1, 2015

Heartland Community College  
Physical Therapist Assistant Program  
CLINICAL EDUCATION SITE DATA

Policy:  
In order to maintain program accreditation and verify that the clinical faculty has the expertise necessary for clinical education, the Commission on Education in Physical Therapy Education requires that the school maintain a copy of the completed “Clinical Education Placement Site Data Form” on file. In addition, the Clinical Coordinator of Clinical Education (CCCE) at each facility must provide an abbreviated resume for the file (the suggested format can be procured from the PTA Program's Academic Coordinator of Clinical Education (ACCE).

A Clinical Education Placement Site Data Form (CSDF) is available for each clinical site; based on the completion/signing off by the site’s CCCE. This form provides the faculty and/or student information about the clinical site, including descriptor of the facility, phone number, contact person, work hours, dress code, housing, type of patients treated, etc. These forms are found in the HCC PTA Program Handbook in the CLINICAL EDUCATION SECTION.

Procedure:  
1. The ACCE will maintain an updated CSDF on each clinical site.
2. The ACCE will review the CSDF on an annual basis and update this information with the clinical site as needed.
   A. During each clinical experience, the student will be required to update the clinical site’s CSDF, and request the CCCE sign-off on any updates to their CSDF
   B. This will provide the clinical site with assistance in maintaining their CSDF; as well as providing current information to the PTA program

Developed by: PTA Program Coordinator  
Original: 3-19-2015  
Approved: Dean of HHS  
Revision Date:
Heartland Community College
Physical Therapist Assistant Program
CLINICAL SITE VISITATION

Policy: Communication between the HCC PTA Program and the clinical education sites is of critical importance. It enables the ACCE and the clinical facility to learn about the unique educational opportunities available at each facility, and to establish working relationships with clinical site staff. This will facilitate optimal matching of students with their clinical education experience. Clinic visits provide the ACCE and PTA program clinical faculty the opportunity to discuss and develop clinical education objectives, learning experiences and learning tools; as well as provide mentoring to the clinical instructor; as needed.

The clinic site visits are an essential component of assuring feedback between the PTA program academic faculty and the clinical faculty at the clinical facilities. They provide opportunities to exchange ideas, discuss curriculum needs, evaluate student’s performance and needs, stay informed of the changing clinical environment, and to inform the clinical sites of changes within the HCC PTA Program and/or HCC College. Clinic visits provide a valuable link to foster the integration of the academic and clinical components of the curriculum.

Per the PTA Advisory Board recommendation, these site visits will occur during each clinical experience, accommodating the individual needs of each clinical instructor, student and the facility.

Procedure:
The ACCE is responsible for the following:

1) Create a site visit schedule and issue to the students and the CI in an email during the first week of the clinical experience. Work with the student and facility to modify this schedule if necessary. Telephone interviews may occur in rare instances (i.e. for those sites with distance > 120 miles from the College), or in the event of inclement weather or scheduling conflicts. If needed, the ACCE will assign academic faculty to assist with the site visits.

2) Assemble Site Visit Folder/Packet, to contain any pertinent information for the clinical sites. This may include, but is not limited to the following:
   a. Any information on up-coming APTA CI Credentialing Courses and/or continuing education opportunities through HCC Work Development Center or the Illinois Physical Therapy Association.
   b. Written notification of changes in PTA program curriculum

3) Conduct site visit using the PTA Program HCC Clinical Site Visit Form (hard-copy or electronic) as a guideline for interviewing the student, CI, and if applicable the CCCE.

4) If a significant student problem is identified during a site visit, the ACCE and / or academic faculty member may decide that an action plan needs to be established. This plan will identify specific goals which need to be reached, obstacles and barriers to reaching these goals, and strategies which will be implemented to remediate the deficiencies to ensure successful completion of the clinical education experience. This action plan will be signed by the ACCE and / or academic faculty, the Clinical Instructor, the CCCE and the student. A copy of this plan will be placed in the student’s academic file.

March 1, 2015
5) The ACCE and/or academic faculty member will follow up with phone calls or subsequent visits as deemed appropriate.

7) Collect completed Clinical Site Visit Forms if applicable.
Heartland Community College  
Physical Therapist Assistant Program  
SELECTION of CLINICAL SITES

Varieties of clinical experiences are needed to give the student the breadth of learning needed. Therefore, affiliation sites are selected among centers that are public and private, acute and rehabilitative, in-patient and out-patient, orthopedic, neurologically or medically based, adult, geriatric, or pediatric oriented.

The clinical experience must be in a center which meets the requirements for accreditation by an approved accrediting organization or which are acceptable to the Commission of Accreditation in Physical Therapy Education, APTA.

In accordance with Illinois statutes & rules all patient care activities must always be under the direction and onsite supervision of a licensed PT. The ratio of PTA students to staff should be no more than two students per therapist. Clinical facilities should provide adequate space, equipment, and patient exposure to ensure an optimum learning environment for the student. Clinics with only one physical therapist must provide evidence of onsite supervision by another Illinois licensed PT for students during the absence of the therapist.

The assignment of the students to the various clinical sites includes such considerations as clinic type, student need, student geographical location, and student & clinic personalities. At a minimum, each student will complete one outpatient and one inpatient and/or SNF clinical experience out of the three required clinical rotations. Every effort will be made to provide the student with clinical settings which will foster learning and meet the clinical course objectives.

The clinical faculty must have experience in the area of clinical practice in which they teach and function as positive role models. Clinical educators are expected to maintain their state licensure as a PT or PTA and to pursue professional development. Usage of clinical sites is also determined by the clinical experience, advanced study and previous teaching experience of the clinical faculty. Selection of clinical sites is based on the criteria described in the APTA document Guidelines and Self-Assessment for Clinical Education.
Heartland Community College
Physical Therapist Assistant Program
SUPERVISION of PTA STUDENTS

Supervision of students is promulgated by specific Federal and State laws, rules and regulation; professional standards; and payer source policies and regulations. The responsibility for supervision of students is shared between the academic faculty (ACCE) and the on-site clinical supervisor (CI and CCCE). Specific rights and responsibilities of both parties are listed in policies contained in the HCC PTA Program Handbook and the following resource links:

1. APTA document on Supervision of the Student Physical Therapist Assistant:
   http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Practice/SupervisionStudentPTA.pdf
2. APTA document on Levels of Supervision:
3. APTA document Supervision of Students Under Medicare Chart:
   http://www.apta.org/Payment/Medicare/Supervision/
4. APTA document Implementing MDS 3.0: Use of Therapy Student:
   http://www.apta.org/Payment/Medicare/Supervision/
5. APTA document Use of Students Under Medicare Part B:
   http://www.apta.org/Payment/Medicare/Supervision/
CLINICAL EDUCATION FACULTY

1. APTA ACCE/DCE Performance Assessment for CIs and CCCEs
2. APTA PTA CPI / Student Assessments
3. Center Coordinator Clinical Education (CCCE) Qualifications/Duties
4. Clinical Education Faculty Expertise / Effectiveness Plan
5. Clinical Instructor (CI) Qualifications / Duties
6. Faculty Development Plan for Clinical Education Faculty
7. Rights and Privileges of Clinical Education Faculty
Heartland Community College
Physical Therapist Assistant Program
APTA ACCE PERFORMANCE ASSESSMENT BY CIs and CCCEs

Policy:
Assessment is a cornerstone for assuring the quality of the program and guiding opportunities for improvement. The CCCE and CI of each clinical site in which a student is placed will be requested to assess the HCC ACCE.

Procedure:
1. At the conclusion of each clinical experience the ACCE will request the CCCE and CI complete an ACCE Performance Assessment by CIs and CCCEs.
2. The ACCE will email the CCCEs and CIs a link to a Google Survey that includes pertinent questions regarding ACCE performance.
3. The ACCE will review the aggregated data with the PTA Program Coordinator.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Dates: 12-17-16

Original: 3-31-2015

Heartland Community College  
Physical Therapy Assistant Program 
APTA PTA CPI / STUDENT ASSESSMENTS

The PTA CPI Web is an online electronic assessment tool developed by the APTA to assess student performance in the clinical environment. Clinical faculty will use the APTA PTA CPI to evaluate the mid-way through the affiliation as well as at its conclusion. Students are expected to complete their copy of the PTA CPI prior to the mid-term and final evaluations.

The evaluations shall be reviewed and both the clinical faculty and the student shall sign the Midterm and Final Progress Report.

Informal weekly assessments should be performed which do not require written notation. If the CI and student are not able to meet each week, the student should perform a weekly self-assessment on which to base his/her feedback to the clinical instructor regarding his/her educational needs. Students are required to complete weekly progress forms that include the clinical instructor’s signature. These forms are turned into the ACCE for review.

Students are to provide the ACCE with an evaluation of the facility following each affiliation. This evaluation will provide the facility with the appropriate feedback to maintain clinical education program currency.

Procedure:

1. The ACCE will obtain access to the APTA PTA CPI Web tool.

2. Clinical sites that have a current contract will be added to the APTA PTA CPI Web, as affiliating with HCC.

3. Prior to clinical experiences, students will complete the online training to have access to the APTA PTA CPI Web tool. The Document “PTA CPI Web Instructions for a Student” can be found on Bb.

4. The student and/or CI who has worked with this tool previously should utilize the same username/password he/she used previously to access the tool.

5. In the event that a CI has not completed the free, on-line PTA CPI training, the CI will need to complete this step prior to being able to access the tool:

   A. Accessing the free, on-line training by Login to the apta.org website, or go to apta.org to create an account prior to logging in: http://learningcenter.apta.org/Courses.aspx. Follow the instructions for accessing and completing the training module.

   • Completing the PTA CPI:
     o Login to PTA CPI Web 2.0 at https://cpi2.amsapps.com
     o Your username is your email address provided to the school you are working with.
If you forgot your password, please click on the ‘I forgot or do not have a password’ link and follow the instructions to set/reset your password.

B. The student and CI complete an evaluation of the student’s performance; at midterm and completion of the clinical experience. The CI and the student are to share and compare these evaluations with each other.

C. The ACCE will be able to access both evaluations for review and will discuss with both individuals following at midterm and final conferences.

D. Supportive comments are critical to validate the vertical marks placed on the rating scale relative to the anchor definitions. When a student is not meeting the minimal requirements on 1 or more items; explanatory comments should be written (by the CI) to assist the ACCE in determining the need for remediation. The summative page should be completed as part of the final evaluation.

6. PLEASE NOTE: Make sure to close out of any internet browsers containing PTA CPI Web 2.0 prior to accessing the link in your email as this may result in an error when trying to set/reset your password.

7. If you have any questions, comments or run into any issues using PT CPI Web, please contact Support at ptcpiwebsupport@academicmanagement.com
Heartland Community College
Physical Therapist Assistant Program

CENTER COORDINATOR of CLINICAL EDUCATION:
QUALIFICATIONS & DUTIES

Minimal Qualification

1. Graduate of an accredited Physical Therapist or Physical Therapist Assistant program and licensed in the State in which practicing, OR if the CCCE is a non-physical therapist, there is an experienced physical therapist clinician available for direct clinical supervision of physical therapist assistant students.
2. Strong communication, organization, interpersonal and counseling skills.
3. Knowledgeable about the clinical education site resources.
4. APTA Credentialed Clinical Instructor status (preferred).
5. Membership in APTA (preferred).
6. Clinical teaching experience (preferred).

Responsibilities

- The CCCE shall be responsible to the ACCE per contractual agreement with individual clinical sites for coordinating appropriate, clinical experiences for students. CCCE’s are also responsible for assisting the PTA program in maintaining accreditation standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- The CCCE shall ensure clinical competence of Clinical Instructors.
- The CCCE shall be responsible for maintaining knowledge of current trends in physical therapy.
- The CCCE shall assure the facility is in compliance with all Federal and State laws, rules and regulations regarding supervision of the student.

Duties (may include, but are not limited to):

2. Meet and conform to terms & /or provisions of the Clinical Agreement negotiated by and between the college and clinical facility.
3. Performs administrative functions between academic programs and the clinical education site including completing:
   - Clinical Site Information Form (CSIF).
   - Clinical education agreements
   - Student placement forms; assigning clinically competent clinical instructor
   - Policy and procedure manual
4. Demonstrates knowledge of the academic program’s curricula and disseminating the information to the clinical education site.
5. Supervises the CI/student team during the experience to ensure quality in educational planning, learning experiences, and performance evaluations.
6. Provides consistent monitoring of and feedback to, the CI regarding clinical education activities.
7. Enhance the clinical learning experience by assisting in planning and problem solving with the CI/student team, as needed.
8. In the event that a student requires remedial activities, the CCCE participates in the development of a plan to specifically document student progress.
9. Assist academic faculty in maintaining compliance with accreditation criteria for the student PTA, including but not limited to:
   - Assuring nondiscrimination and equal opportunity, of persons involved with the program.
   - Protecting the rights and privileges of persons associated with the program by addressing privacy and confidentiality and informed consent through appropriate:
     - Communication with and about students regarding academic and clinical performance and other protected information.
     - Maintenance of and access to student records, including medical records.
     - Acknowledgement of a patient’s right to refuse to participate in clinical education
     - Disclosure of student involvement in patient care (i.e. enforcing use of student ID pin and proper introduction).

10. Ensure the safety of student involved in off-campus experience by:
    - Observing the contractual agreement by and between the college and the clinical facility.
    - Sharing of facility policies and procedures (emergency procedures, dealing with body substance and hazardous material, safe use of equipment, etc.).

11. Provide students with opportunity to interact with individuals with impairments common to the clinical setting.

12. Provide opportunity for students to develop competency in the provision of selected components of intervention and in components of data collection techniques as directed in the plan of care developed by the PT.

13. Ensure appropriate supervision and opportunity for direct patient care and teaching, as well as participation in aspects of clinical practice other than patient care.

14. Provide appropriate role modeling of PT/PTA relationship.

15. If the CI is a PTA, ensure the supervision of the student includes appropriate interaction with the supervising PT.

16. Communicate with the ACCE regarding student concerns, clinical education planning, evaluation and CI performance/development. Formal complaints regarding the HCC PTA Program should follow the policy in the Student Handbook.

17. Manage the clinical education program and routinely reviews and revises the program as necessary.

18. Remain open to, and encouraging feedback from, students, CIs, ACCEs and other colleagues.
Heartland Community College  
Physical Therapist Assistant Program  
CLINICAL EDUCATION FACULTY EXPERTISE / EFFECTIVENESS PLAN

Policy:  
The HCC PTA Program clinical education faculty will demonstrate clinical expertise, as well as effectiveness as clinical teachers. The ACCE will evaluate the effectiveness of individual clinical instructors during each clinical experience, as well as evaluate the aggregate effectiveness of the clinical education program on a yearly basis.

Procedure:  

(1) Prior to the start of each clinical experience, the ACCE will confirm with the CCCE that the assigned clinical instructor has at least one year of full-time clinical experience; and has demonstrated competence with all clinical skills.

(2) The ACCE will determine the effectiveness of individual clinical instructors during each clinical experience utilizing the following methods:  
   (i) Communicate with the students through weekly Blackboard (Bb) postings; to get feedback about the clinical experience and clinical instructor.  
   (ii) Review the CI and student midterm and final APTA PTA CPI assessments; providing feedback online via CPI, and/or phone call, if needed.  
   (iii) Conduct clinical site visits; meeting with CI and student, and CCCE, if needed; completing Clinical Site Visit Form.  
   (iv) Complete CI Assessment Rubric, at the conclusion of the clinical experience.  
   (v) Review the APTA Student Evaluation: Clinical Experience and Clinical Instructor.

(3) The data from these sources will be compiled in the Annual Clinical Education Program Assessment. The ACCE will review the performance of each clinical instructor utilized during each clinical rotation, to assure the teaching effectiveness.

(4) The ACCE will evaluate the aggregate effectiveness of the clinical education program on a yearly basis utilizing the following data collection sources:  
   (a) Clinical Site Visit Reports  
   (b) Employer Surveys  
   (c) APTA Student Evaluation: Clinical Experience and Clinical Instructor  
   (d) APTA ACCE/DCE Performance Assessment: CI and CCCE Surveys  
   (e) Advisory Board Meeting Minutes

(5) The ACCE will compile this data within a yearly report, entitled the Annual Clinical Education Program Assessment. This report will be reviewed with the PTA Program Coordinator during the annual program review, to determine if any curricular and/or clinical education changes need to be made within the program.

Developed by: PTA Program Coordinator  
Approved: Dean of HHS  
Revision Date:  

Original: 5-27-2014  
March 1, 2015  
Heartland Community College
Physical Therapist Assistant Program

CLINICAL INSTRUCTOR:
QUALIFICATIONS & DUTIES

Minimal Qualifications:

1. Graduate of an accredited Physical Therapist or Physical Therapist Assistant program and licensed in the State in which practicing.
2. Clinical Practice in PT for a minimum of 1 year.
3. Successful completion of PTA CPI online training and achievement of 70% or higher on the assessment.
4. Strong communication, organization, interpersonal and counseling skills.
5. APTA Credentialied Clinical Instructor status (preferred).
6. Membership in APTA (preferred).
7. Clinical teaching experience (preferred).

Responsibilities

- The clinical instructor shall be responsible to the CCCE and ACCE per contractual agreement with individual clinical sites for assessing student performance via Clinical Performance Instrument (CPI) and reporting progress &/or significant concerns. Clinical Instructors are also responsible for assisting the PTA program in maintaining accreditation standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- Clinical Instructors shall be responsible for maintaining knowledge of current trends in physical therapy.

Duties (may include, but are not limited to):

1. Meet and conform to terms &/or provisions of the Clinical Agreement negotiated by and between the college and clinical facility.
2. Demonstrate a desire to work with students by;
   a. Seeking feedback from student/CCCE/ACCE regarding performance as Clinical instructor.
   b. Pursuing learning opportunities to develop knowledge and skills in clinical teaching; to address areas of growth, derived from feedback from CCCE/ACCE/student.
3. Adhere to legal and ethical practice standards by:
   a. Holding current license/registration/certification as required by the physical therapy practice act in the state in which he/she practices.
   b. Providing physical therapy services that are consistent with the state practice act and interpretive rules and regulations in the state in which he/she practices.
   c. Providing physical therapy services that are consistent with state and federal legislation.
4. Review the students’ academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience.
5. Effectively use verbal, nonverbal, and written communication skills and informational technology as appropriate to clearly express him/herself to the student to:
   a. Define performance expectations for students.
   b. Collaborate to develop mutually agreed-on goals and objectives for the clinical education experience.
   c. Provide feedback.
   d. Demonstrate skill in active listening.
6. Facilitates communication by:
   a. Encouraging dialogue with students.
   b. Providing a time and place for ongoing dialogue to occur.
   c. Initiating communication that may be difficult or confrontational around an issue of concern.
   d. Remaining open to and encouraging feedback from, students, clinical educators, and other colleagues.

7. Implement, facilitate, and evaluate learning experiences for students based on a plan created in collaboration with students.

8. Monitor and modify the learning experiences in a timely manner, based on the quality of the students’ performance.

9. Perform constructive (interim) and cumulative (final) evaluations of the students’ performance by:
   a. Providing appropriate feedback to the students based on direct observation and discussions with students; review of student’s documentation; observations made by others; and student’s self-assessments.
   b. Participating with the student in ongoing constructive evaluations.
   c. Providing cumulative evaluations at least at midterm and at completion of the clinical education experience.

10. Assist students in developing competency for entry-level skills required of a physical therapist assistant.

11. Demonstrate awareness of the relationship between the academic program and clinical education site as it relates to: student performance evaluations, grading, remedial activities, and due process in the case of student failure.

12. Assist academic faculty in maintaining compliance with accreditation criteria for the student PTA, including but not limited to:
   a. Assuring nondiscrimination and equal opportunity of persons involved with the program.
   b. Protecting the rights and privileges of persons associated with the program by addressing privacy and confidentiality and informed consent through appropriate:
      i. Communication with and about students regarding academic and clinical performance and other protected information. Formal complaints regarding the HCC PTA Program should follow the policy in the Student Handbook
      ii. Maintenance of and access to student records, including and medical records.
      iii. Acknowledgement of a patient’s right to refuse to participate in clinical education.
      iv. Disclosure of student involvement in patient care (i.e. enforcing use of student ID badge and proper introduction).

13. Ensure the safety of student involved in off-campus experience by.
   a. Observing the contractual agreement by and between the college and the clinical facility.
   b. Sharing of facility policies and procedures (emergency procedures, dealing with body substance and hazardous material, safe use of equipment, etc.).

Criteria based on APTA’s Guidelines and Self-Assessments for Clinical Education, 2004 Revision
Heartland Community College
Physical Therapist Assistant Program

FACULTY DEVELOPMENT PLAN FOR CLINICAL FACULTY

Policy:
The HCC PTA program is committed to the development of our clinical education faculty. To that end, the PTA program has established a clinical education faculty development program, derived from the Annual Clinical Education Program Assessment report, to meet the needs of clinical education faculty, and, when indicated, the individual CI needs.

Procedure:
The following methods will be utilized to develop the effectiveness of the clinical education faculty:

1. Continuing education training offerings through the Heartland Community College Work Development Center 1-2x/year; when a topic is identified through the site visit reports and/or ACCE communication with CCCEs/CIs.
2. Clinical Faculty trainings/workshops through the Illinois PTA Educators Consortium; this organization, which the HCC PTA Program is a member, is comprised of the majority of PTA programs in Illinois. These trainings may include APTA CI Credentialing Training, as well as other clinical education courses.
3. Clinical education online journal club. The ACCE will select and provide a recent clinical education article and development an assessment of understanding of the article. Continuing education credit will be given for successful completion of the assessment.
4. Access to the Heartland Community College library and/or library resources; to encourage evidence-based practice, as well as keeping current on physical therapy research.
5. Throughout each clinical experience, the ACCE will be providing each clinical instructor with mentoring; identified by the ACCE or requested by the clinical instructor. In the event that the Annual Clinical Education Program Assessment report identifies areas for growth for an individual CI, the ACCE will contact the CCCE and/or CI, to provide mentoring, and discuss an action plan to increase the effectiveness of the CI as a teacher.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Date:

Original: 5-27-2014

Heartland Community College
Physical Therapist Assistant Program

RIGHTS and PRIVILEGES of the CLINICAL EDUCATION FACULTY

Rights and Privileges:

1. Access to the HCC library.
2. Continuing Education (CEU) Credits offered through the college to Clinical Education faculty at minimal to no cost. Offerings include:
   a. CEU Verification for supervising a student in clinic (Illinois licensed clinicians only): 1 contact hour/120 student hours for up to 5 hours (in the 2 year renewal period); therefore supervision of a 6 week student can earn the CI 2 contact hours of Continuing Education and a 4 week student can earn the CI 1 contact hour. CI verifies hours of student supervision through initialing and signing/dating HCC PTA Student Clinical Hours Log that is filled out daily/weekly by the student.
   b. CI Training and APTA CI Credentialing courses (offered in conjunction with other local PT and PTA programs) – minimal charge.
STUDENT INFORMATION

STUDENTS
1. Appearance/Dress Code (p. 52)
2. APTA PTA CPI / Student Assessment (p. 119)
3. Attendance (p. 54)
4. Clinical Site Placement Process & Travel Expectations for CE Component
5. Determination of Student Competence During Clinical Education
6. Guidelines for Accident / Injuries in the Clinic Setting (p. 92)
7. Liability Insurance
8. Medical / Non-Medical Required Accommodations or Leave for a Student (p.97)
9. Privacy and Confidentiality (p. 38)
10. Professionalism (p. 60)
11. Timesheet Reports
Heartland Community College  
Physical Therapist Assistant Program  
CLINICAL SITE PLACEMENT PROCESS AND TRAVEL EXPECTATIONS FOR CE COMPONENT

Policy:
The PTA Program needs to ensure that each student receives appropriate clinical education experiences that provide a diverse exposure to various settings, patient populations, and locations and meets the educational needs of the student. Students will complete three off-site clinical experiences while in the HCC PTA program. Clinical Experience I (PTA 140) is 160 hours (usually performed in a 4-6 week period of time dependent on the clinical site needs) during the summer between the 1st and 2nd didactic semesters. Clinical Experience II (PTA 240) consists of two clinical rotations that are 240 hours each (typically 6 weeks in length), completed in the spring semester immediately following the 2nd (final) didactic semester.

Procedure:

1. The ACCE will review the current Clinical Commitment Forms returned from the clinical sites for a given clinical experience. Assignments will be based on a variety of factors including site availability, student compatibility, logistics, goals, strengths, progress in the curriculum, geographical location of student and clinical site, as well as learning opportunities. Each student will complete and submit a Clinical Experience Student Preference Form to the ACCE. All assignments made by the (ACCE) are final and non-negotiable. Due to unforeseen circumstances, assignments are subject to change.
2. Clinical rotations may take place outside the college’s standard academic calendar, including but not limited to summer, spring and holiday breaks.
3. Students will NOT be placed in sites in which:
   a. They have previously worked or volunteered more than forty (40) hours.
   b. In which an immediate family member is employed in the rehabilitation department.
   c. In which they have contracted to work after graduation.
4. The majority of clinical sites are located within a 90 mile radius of the college. Students should expect at least one (1) site located outside the immediate Bloomington – Normal metro during their time in the program. Each student is responsible for the costs incurred during clinical education assignments.
5. The ACCE will make clinical assignments and notify the facility and student of placement at least four (4) weeks prior to the first day of the assignment. Each clinical affiliation contract is reviewed by the ACCE as part of the “Clinical Assignment Checklist” at least four (4) weeks prior to student’s clinical start date.
6. The ACCE will email the CCCE the Clinical Experience Placement Form: CCCE/CI Information. This form lists the facility name, address, CCCE/CI contact information, i.e. phone number and email and if she/he has completed the online APTA PTA CPI Web training.
7. The student is responsible for contacting the site no less than two (2) weeks prior to the start of the assignment to make necessary arrangements, introduce him/herself, obtain shift times and dress code.
8. Students are expected to work the hours designated by the clinical instructor and CCCE. This may include early start times, longer days, or weekends. Clinical Experiences are full-time assignments and
students are required to work in the clinic 40 hrs. / week. The student has the right to request an alteration in clinic hours to accommodate special needs. However, no change in hours at the student’s request may take place without the prior approval of the ACCE.

9. New clinical sites are welcomed. The student’s responsibility is to provide contact information for the facility to the ACCE at least 6 months prior to start date. If the site is outside HCC district area, the ACCE will consult other ACCEs in that area to learn more about the site and determine its suitability. All contract negotiations are to be made only by the ACCE and new affiliation contracts may need to be reviewed by the HCC legal department.
Heartland Community College
PTA Program

DETERMINATION OF STUDENT COMPETENCE DURING CLINICAL COMPONENT

Policy:
The HCC PTA Program will require the use of the American Physical Therapy Association (APTA) Physical Therapist Assistant (PTA) Clinical Performance Instrument (CPI) during the clinical education component of the program. This online assessment tool will be utilized by the Clinical Instructor (CI) and student to assess the clinical performance and safety of the student during each clinical experience. At the conclusion of the clinical experience, the ACCE will review the results of the PTA CPI, and determine if the student has fulfilled the requirements of the course, and demonstrated clinical competence. The ACCE will also take into account: clinical setting, experience with patients in that setting, relative weighting or importance of each performance criterion, expectations for the clinical experience, expectations of the clinical site, progression of performance from mid-experience to final evaluations, level of experience within the didactic and clinical components, whether or not a significant concern box or with distinction box were checked, congruence between the CI’s narrative mid-experience and final comments related to the five performance dimensions and the ratings provided, additional assignments (eg, journal, in-service education provided), and site visit information.

Procedure:
1. The ACCE will make an on-site visit for each clinical site a student is assigned to discuss student performance.
2. The CI and student will successfully complete the online training for the PTA CPI tool, which will familiarize each of them with the 14 performance criterion, the 5 performance dimensions and the definitions of the 5 performance anchors. These performance anchors range from “Beginner Performance” to “Entry-level Performance”.
3. At midterm and final, the CI and the student will assess the student’s performance, and share these assessments with each other. These assessments will include the CI/student’s comments to support his/her markings on the performance rating scale. After the CI and student review each other’s assessment, each individual will sign off on each version of the assessment. This will allow the ACCE to review the evaluations, to ensure that the student is performing at a minimally acceptable level.
4. If the CI is concerned about student performance, the CI must check the “Significant Concerns Box,” as well as write comments to support his/her marking. In addition, the CI needs to contact the ACCE immediately to discuss concerns and plans for remediating the student.
5. The performance expectations for each clinical experience are as follows:
   A. Clinical Experience I:
      (Student MUST pass CPI to pass the class. If the student fails to pass the CPI with remediation the student will be dismissed from the program)
      - CPI criteria # 1, 2, 3, 4, 5, 6, 7, 13, 14
        - At a minimum, students must achieve a rating between “Advanced Beginner Performance” and “Intermediate Performance”.
      - CPI criteria # 8,9,10, 12
        - Not all procedural interventions and related data collection methods (CPI criteria # 8,9,10 ) will be performed at all clinical sites.
        - At a minimum, students must achieve a rating between “Advanced Beginner Performance” and “Intermediate Performance”

      - CPI criteria #11
Will not be considered in grading for this clinical experience as students have not had the didactic instruction for this content.

B. Clinical Experience II rot 1:

(Student MUST pass CPI to pass the class. If the student fails to pass the CPI with remediation the student will be dismissed from the program)

- CPI criteria # 1, 2, 3, 4, 5, 6, 7, 13, 14
  - At a minimum, students must achieve a rating between "Intermediate Performance" and "Advanced Intermediate Performance".

- CPI criteria # 8,9,10, 11, 12
  - Not all procedural interventions and related data collection methods (CPI criteria # 8,9,10) will be performed at all clinical sites.
  - At a minimum, students must achieve a rating between "Intermediate Performance" and "Advanced Intermediate Performance"

C. Clinical Experience II rot 2:

- Students are expected to achieve a rating of “at or near entry level” in all 14 CPI criteria.

(Student MUST pass CPI to pass the class. If the student fails to pass the CPI with remediation the student will be dismissed from the program)

6. The ACCE will decide upon the grade of the clinical experience also taking into account the following:
   a. Clinical setting
   b. Previous experience with patients in that setting
   c. Relative weighting or importance of each performance criterion
   d. Expectations of the clinical site
   e. Progression of performance from mid-experience to final evaluations
   f. Level of experience within the didactic and clinical components
   g. Wether or not “significant concerns” box or “with distinction” box were checked
   h. Congruence between the CI’s narrative and criterion rating
   i. Additional assignments
   j. Site visit information

6. If the ACCE determines the student did not meet the performance expectation on a given clinical experience, an additional clinical experience will be considered and the student will receive an “I” (Incomplete) for the course. In addition, the student will be counseled by the ACCE and placed on probation. The probationary agreement/learning contract will indicate the reason for probation as well as terms for remediation. Remediation could include extension of current clinical placement or necessitate the need for another full time clinical experience. In the case of failure of the second clinical experience, the student’s “I” grade will be replaced with an “F” and the student will be exited from the program. In the case that the remediation attempt is passed, the students will be given an 75% for the clinical experience, and allowed to remain in the program. If the student does not meet the terms of the probationary agreement, the student will receive an “F” and be exited from the program.

7. At the conclusion of the clinical experience and/or remediation, the ACCE will review the student and CI documentation within the student’s PTA CPI. If needed, the ACCE will contact the CI and/or student, for clarification or further information. Utilizing this information, communication with the CI and/or student throughout the clinical experience, and taking into account the factors listed within the policy, the ACCE will determine if the student has achieved clinical competence, and thus, passed the clinical experience or failed to achieve clinical competence resulting in failure of the class and dismissal from the program.

Developed by: PTA Program Coordinator
Original: 3-27-2015

Approved: Dean of HHS

Revision Date: May 2016 / 12-17-16


March 1, 2015
Heartland Community College
Physical Therapist Assistant Program

LIABILITY INSURANCE

HCC maintains professional and personal liability insurance on students while on clinical experience. A student may also elect to maintain additional independent coverage.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Date:

Original: 3-27-2015
Heartland Community College
Physical Therapist Assistant Program

TIMESHEET REPORTS

Students are required to keep a time sheet on which clinic hours are recorded. The time sheet shall be returned to the ACCE by the student, every week for review by the faculty supervisor. At the end of the clinical experience the CI will verify the required number of hours has been completed by the student.

Developed by: PTA Program Coordinator
Approved: Dean of HHS
Revision Date:

Original: 3-31-2015
Section VI: APPENDIX

PROGRAM/ACADEMIC FORMS

Program/Academic Forms
1. Statements of Understanding
2. Informed consent – Non-Student Form
3. Opportunity for Improvement Form
4. Participant Release Form for Field Trip
5. Release of Information
6. Release of Liability
7. Remediation Plan
PTA Handbook & Policy Changes
I have been provided access to the Program Handbook. I understand and will abide by all student requirements and PTA program policies. I also understand that any new or changed policies will be made known to me within a reasonable timeframe. And I understand that it is my responsibility to ascertain understanding of current policy.

Signed _______________________________ Date: ________________

Human Participant/Subject Informed Consent Form
I wish to participate as a human participant/subject or patient-simulator during a laboratory and/or clinical experience associated with the Physical Therapist Assistant Program of Heartland Community College
I understand my right to be informed of indications, contra-indications and precautions associated with treatment procedures or skill. I assume the responsibility and understand that I am obligated to inform the demonstrator of any known or perceived contraindications or precautions for a treatment procedure or skill that I may have. I further understand that if I fail to inform this information, and harmful consequences occur, I hereby release and hold harmless Heartland Community College and its directors, officers, and employees because of my neglect to inform truthfully. I understand that I may decline participation or request that the demonstration be stopped at anytime.
I do hereby agree to assume all the risks and responsibilities surrounding my participation and further, I do for myself, my heirs, and personal representative, hereby agree to defend, hold harmless, indemnify, release, and forever discharge The Heartland Community College and any and all of its directors, officers, agents, and employees, from and against any and all claims, demands, actions, or causes of action, on account of damage to personal property, or personal injury, disease, or death which may result to me from my participation in this program and my exposure to the risks inherent in the demonstration.
I hereby certify that I have read this document, that I am fully familiar with the contents of this document, and that I fully understand its terms and provisions. Any questions that I have about participation in this demonstration and the contents of this document have been fully explained to my satisfaction.
I, the undersigned, have read and understand the information provided regarding the use of human subjects in training. I will abide by the rules listed, and consent to allow academic & clinical faculty and PTA peers to administer physical therapy interventions on me. I understand that there may be risks involved in receiving these interventions. I also understand that it is my responsibility to alert a faculty member in the event that I feel something in my medical history (past or current) may preclude me from taking part in a specific intervention.

Signed _______________________________ Date: ________________

Photograph / Video / Digital Recording Consent Form
I, the undersigned, hereby agree that Heartland Community College (HCC), its employees and agents have the unrestricted right to take photographs, capture video, and/or conduct digital recordings of me for instructional purposes or publication, promotion, placement, illustration, and advertising in any manner or in any medium. I hereby irrevocably release HCC, its employees and agents from any and all claims of liability relating to the use of such images, video, and/or recordings, and I waive any right to compensation for such use and any subsequent publication or transmission thereof.

Signed _______________________________ Date: ________________
Essential Functions
I have read the PTA Essential Function Policy provided to me in the PTA Program Handbook, and verify that I can fulfill the essential functions with or without reasonable accommodation. I understand the process for requesting reasonable accommodations, if needed.

Signed ____________________________ Date: ____________________________

Clinical Experience Requirements Acknowledgement
I understand that if I do not meet all student requirements prior to clinical experience (Please refer to Policy & Procedure for Clinical Requirements and Health Clearances Prior to Clinical Assignment), I will not be able to participate in clinical education. I also understand that clinical experiences are done in a variety of settings/locations, and that I may be required to travel distances that are a 90 mile radius from HCC or that I may be assigned to a clinical site that provides housing.

Signed ____________________________ Date: ____________________________

Health Insurance Coverage (for Clinical Experience)
I hereby acknowledge and understand that I am required to have health insurance coverage during all Clinical Experience courses and that neither the Clinical facility nor the College are responsible for any individual medical expenses arising out of my participation in clinical education coursework. As proof of compliance, I will sign a statement attesting to my health care coverage and identify my provider.

Signed ____________________________ Date: ____________________________

Licensure Requirements Acknowledgement Form
I hereby understand that to obtain licensure I must pass the National Physical Therapy Exam (NPTE) and in order to sit for the exam I must graduate from a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program and meet eligibility criteria designated by each state’s licensing authority.

Signed ____________________________ Date: ____________________________

Academic Integrity Agreement Form
I have read and will abide by the PTA Academic Integrity Policy provided to me in the PTA Program Handbook. I understand that academic sanctions for a breach of academic integrity range from a warning to removal from the academic program.

Signed ____________________________ Date: ____________________________

Professional Agreement Form
During the time I am a student enrolled in the PTA program at Heartland Community College, I agree to abide by the Illinois Physical Therapy Practice Act and APTA Standards of Ethical Conduct for the PTA.

Signed ____________________________ Date: ____________________________

Patient Bill of Rights
I understand that it is my responsibility to inform patients that I am a “Student PTA” and of their risk-free right to refuse treatment.

Signed ____________________________ Date: ____________________________
Commitment to Confidentiality Agreement
I, the undersigned, acknowledge my responsibility, under applicable state and federal laws and the Student Agreement between the school and the clinical facility where I do my clinical training, to keep confidential any information regarding the facility’s patients, as well as all confidential patient information. I agree not to reveal to any person(s), except authorized clinical staff and associated personnel any specific information regarding any patient. I also agree to only view health information needed to treat my patient.

Signature _______________________________ Date: _____________________

Social Networking Policy
I have read and will abide by the PTA Social Networking Policy provided to me in the PTA Program Handbook.

Signature _______________________________ Date: _____________________

Printed Name: ______________________________ Date: _____________________
Heartland Community College
Physical Therapist Assistant Program
INFORMED CONSENT: NON-STUDENT

I, _____________________________, accept the responsibility of serving as a patient simulator for the Physical Therapist Assistant Program at Heartland Community College. By my initialing of each statement and my signature at the end of this document, I hereby grant my consent. I also understand that all activities will be conducted based on accepted professional standards and ethical conduct.

1. ________ I consent that PTA students and faculty may contact or touch my body for the purpose of demonstration or training during the course of laboratory practice. I understand each time this occurs, permission will be verbally requested and I will give my verbal consent. In order to facilitate the learning environment, I understand this necessitates the wearing of appropriate and specific clothing. Laboratory clothing for males include shorts and T-shirts and the males will be asked to expose their upper torso when necessary; females need shorts, T-shirts, and a sports bra.

2. ________ I consent to release of information from the Physical Therapist Assistant program faculty and staff to the students. I understand that the information shared will only include information necessary to assist the students in the PTA program with further understanding the purpose for my participation as a patient simulator.

3. ________ I consent to being photographed, videotaped or digitally recorded for instructional purposes.

4. ________ I consent to the release of my image or likeness in photographed, videotaped or digitally recorded form for marketing purposes for use by the PTA program. I further consent to the release of my name and identify in descriptive text or commentary accompanying such media. I understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.

5. ________ I agree to hold harmless HCC, the PTA program, faculty and students for any injury caused by my participation as a patient simulator.

6. ________ Specific expectations of my participation include:
   • being present at the date and time agreed upon by myself and the HCC PTA program faculty member.
   • fully divulging information about my medical history that may relate to specific contraindications and precautions outlined by the faculty member regarding skills/treatments that will be performed on me.
   • following the rules and regulations of the HCC PTA program, including those related to drug and alcohol use.

I hereby certify that I have read the entire document, that I am fully familiar with the contents of this and all mentioned documents, and that I agree to comply with the terms contained within each one. Any questions I have about my participation as a patient simulator for the PTA program have been fully explained to my satisfaction. I certify I am over 18 years of age and legally able to accept these terms and conditions with my signature or that I am the legal guardian of the minor participating as the patient simulator.

______________________________________________                      □ Check if legal guardian
Signature

______________________________________________
Name (Print)

______________________________________________
Date

Heartland Community College
Physical Therapy Assistant Program

**OPPORTUNITY for IMPROVEMENT**

**STUDENT NAME:**

**DATE:**

**DATE of INCIDENT:**

**DATA (use the back of this form and/or additional paper as needed):**

**STUDENT RESPONSE (use the back of this form and/or additional paper as needed):**

**STUDENT CORRECTIVE ACTIONS:**

____________________________

____________________________

____________________________

STUDENT SIGNATURE  DATE  FACULTY SIGNATURE  DATE
Heartland Community College  
Physical Therapist Assistant Program  
PARTICIPANT ACKNOWLEDGMENT / RELEASE FORM for FIELD TRIPS

HEARTLAND COMMUNITY COLLEGE  
Acknowledgement/Release

Participant Name: ______________________________________________________________

I will be participating in the following course, program, project, event, or activity (herein collectively "activity"):  
Activity: ____________________________________________________________________________  
____________________________________________________________________________________

Location: ____________________________________________________________________________

By executing this document I hereby acknowledge that I have voluntarily chosen to participate in the above referenced activity and have full knowledge of the risks this activity presents, including, as the case may be, travel to, participation in, and returning from the activity. In consideration of permission to participate in such activity being granted to me and for other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, I am freely and voluntarily executing this Acknowledgement/Release and understand that it extends to the Board of Trustees of Community College District No. 540, Counties of DeWitt, Ford, Livingston, Logan, McLean, and Tazewell, State of Illinois (commonly known as Heartland Community College), the Heartland Community College Foundation, and the trustees, directors, employees, volunteers, representatives, successors, and assigns thereof (hereinafter collectively referred to as "the releasees").

I hereby further understand and acknowledge that participation in such activity could subject me to numerous dangers and risks of personal injury. Such dangers and risks have been considered, and, relying on my own judgment, I have chosen to participate and assume all such dangers and risks. Therefore, I knowingly and voluntarily release the releasees from any claim which I now or may hereafter have for or on account of any losses, damages, personal injuries, pain and suffering, death, property damage, or other claims resulting from or arising out of or in connection with my participation in such activity or the ownership, operation, use, maintenance, or control of any vehicle, equipment, or goods provided or used in connection with such activity or in any way connected with or arising out of instruction, training, emergency care, or operations incidental to such activity. In further consideration of such permission being granted to me, I hereby indemnify and hold the releasees harmless from and against any claim, loss, damage, or expense arising from or in connection with my said participation.

I have carefully read this Acknowledgement/Release and fully understand its terms and conditions. I understand that this is a release of liability that could prevent me from filing suit or making any other legal claim for damages against the releasees or any of them. I further acknowledge that this release is binding on me, my heirs, successors, assigns, and legal representatives.
If this activity entails serving as an intern or community service participant, I understand that, as a general rule, internship or community service sponsors are not subject to the U.S. Department of Labor’s minimum wage laws if the position is primarily for my educational benefit and the sponsor provides supervision, training, and feedback. Furthermore, if I am serving as an intern or community service participant, I understand that I am not an employee of Heartland Community College or the internship/community service sponsor and am not covered by their employee benefits plan or unemployment insurance.

I HAVE READ AND UNDERSTAND THIS ACKNOWLEDGEMENT/RELEASE.

Date:__________________________________________________________
Signature of Participant:__________________________________________
Identification No. (if any):________________________________________
Address:________________________________________________________

Telephone No.:__________________________________________________

If the participant is a minor (under age 18) and not living independently of a parent or legal guardian, this Acknowledgement/Release must be signed by a parent or legal guardian on behalf of the minor participant.

Signature of Parent or Guardian:____________________________________
Address:________________________________________________________
Telephone No.:__________________________________________________

The completed Acknowledgement/Release should be submitted to the Office of the Vice President for Learning and Student Success.
Heartland Community College  
Physical Therapist Assistant Program  
RELEASE OF INFORMATION

**Release of Personal Information for Teaching Purposes**  
This section authorizes the faculty of the PTA program to utilize my HCC email and Blackboard accounts to send and receive information. Faculty has my permission to issue information such as my address, phone number and email address to other students enrolled in the program for the purpose of notification regarding a school matter, such as in the event of cancellation of learning activities or if a fellow student needs to contact me.

Signature _______________________________ Date: ___________________

**Release of Student information to Clinical Sites**  
This section authorizes the PTA program faculty to furnish clinical affiliation sites with the following: mandatory medical records/immunizations and/or conditions, information regarding academic performance &/or attendance, phone numbers including emergency contact information, date of CPR certification and criminal background and /or drug screen results while enrolled in the PTA program.

Signature _______________________________ Date: ___________________

Printed Name: ______________________________ Date: ________________
Heartland Community College
Physical Therapist Assistant Program
RELEASE OF LIABILITY

Whereas, ___________________________ is presently enrolled as a student in the Physical Therapist Assistant Program at Heartland Community College.

Whereas, it is normal and incident to being in associated with the health related fields that there could be exposure to illness, disease, or injury, and

Whereas, the undersigned recognizes that possible exposure to said illness, disease or injury and acknowledges that said exposure would not be the responsibility of said Heartland Community College or the cooperating hospitals, agencies, school districts, nursing homes, outpatient facilities, and rehabilitation institutes, etc,

Therefore, in consideration of being offered and my taking the program as offered by said Heartland Community I hereby release and agree to hold harmless said Heartland Community College and their respective Boards, administrative staffs, medical, dental, and nursing staffs, faculty, coordinators, directors, instructors, supervisors, and all personnel and employees, of and from any and all claims or injuries occasioned by any illness, disease, or injury incurred or contracted or caused by activities connected with said courses.

Signed ___________________________ Date: ________________
Heartland Community College
Physical Therapy Assistant Program

REMEDIATION PLAN

STUDENT NAME: ____________________________ DATE: ___________ __________

DATA REQUIRING REMEDIATION:

PLAN (Must be in outline format / Specific actions & resources / Specific time frames / Specify person responsible / Specific consequences for failure to successfully complete the remediation plan)

__________________________________________ __________
STUDENT SIGNATURE DATE

__________________________________________ __________
FACULTY SIGNATURE DATE

__________________________________________ __________
MEDIATOR SIGNATURE DATE
Section VII: APPENDIX
CLINICAL EDUCATION FORMS

Clinical Education Forms

1. Abbreviated Resume for CCCE
2. Accident/Injury in a Clinical Setting
3. APTA Standards of Ethical Conduct
4. Clinical Education End Semester Assessment
5. Clinical Education Site Data Form
6. Clinical Experience Preference Form
7. Clinical Instructor Assessment Rubric
8. Clinical Requirements Acknowledgement Form
9. Clinical Site Commitment Form
10. Clinical Site Visit Form
11. Drug Screen Vendor
12. Health Insurance Coverage
13. In-Service / Case Study Feedback
14. Orientation to Clinical Site Form
15. Patient Bill of Rights
16. Student Assessment of Clinical Experience
17. Student Assessment of CI
18. Student Information for Clinical
19. Verification of Immunization as seen on Medical Exam Form
20. Brief Learning Style Profile
21. Student Strengths and Weaknesses Form
22. Weekly Goals / Objectives
Heartland Community College  
Physical Therapy Assistant Program  

ABBREVIATED RESUME FOR  
CENTER COORDINATORS OF CLINICAL EDUCATION

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT POSITION (Title, Name of Clinical Center):</td>
<td></td>
</tr>
<tr>
<td>LENGTH OF TIME AS THE CCCE:</td>
<td>LENGTH OF TIME AS A CI:</td>
</tr>
<tr>
<td>LENGTH OF TIME IN PRACTICE:</td>
<td></td>
</tr>
<tr>
<td>LICENSURE (State / Numbers):</td>
<td></td>
</tr>
<tr>
<td>CERTIFIED SPECIALIST (please state what Certification you have):</td>
<td></td>
</tr>
<tr>
<td>OTHER CREDENTIALS:</td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY OF COLLEGE AND UNIVERSITY EDUCATION (start with most current):

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PERIOD OF STUDY</th>
<th>MAJOR</th>
<th>DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FROM</td>
<td>TO</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

SUMMARY OF PRIMARY EMPLOYMENT (For current and previous four positions since graduation from college; start with most current):
<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>POSITION</th>
<th>PERIOD OF EMPLOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FROM</td>
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</tr>
</tbody>
</table>

CONTINUING PROFESSIONAL PREPARATION RELATED DIRECTLY TO CLINICAL TEACHING RESPONSIBILITIES (e.g. academic for credit courses {dates and titles}, Continuing Education {courses and instructors}, Research, Clinical Practice/Expertise, etc. in the last five years):  
*Please use the back of this page for additional continuing professional preparation.*
Heartland Community College
Physical Therapy Assistant Program

ACCIDENTS/INJURY in CLINICAL EDUCATION SETTING

ACCE and Student must complete form

<table>
<thead>
<tr>
<th>Nature of Injury</th>
<th>Part of Body Injured</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Abrasion</td>
<td>__ Abdomen</td>
</tr>
<tr>
<td>__ Amputation</td>
<td>__ Ankle</td>
</tr>
<tr>
<td>__ Asphyxiation</td>
<td>__ Back</td>
</tr>
<tr>
<td>__ Bite</td>
<td>__ Chest</td>
</tr>
<tr>
<td>__ Bruise</td>
<td>__ Ear</td>
</tr>
<tr>
<td>__ Burn</td>
<td>__ Ear</td>
</tr>
<tr>
<td>__ Concussion</td>
<td>__ Eye</td>
</tr>
<tr>
<td>__ Cut</td>
<td>__ Face</td>
</tr>
<tr>
<td>__ Dislocation</td>
<td>__ Finger</td>
</tr>
<tr>
<td>__ Fracture</td>
<td>__ Foot</td>
</tr>
<tr>
<td>__ Laceration</td>
<td>__ Forearm</td>
</tr>
<tr>
<td>__ Poisoning</td>
<td>__ Hand</td>
</tr>
<tr>
<td>__ Puncture</td>
<td>__ Head</td>
</tr>
<tr>
<td>__ Repetitive Stress Injury</td>
<td>__ Knee</td>
</tr>
</tbody>
</table>

Other: ________________ Other: ________________

Did you seek medical care? YES / NO If yes where? ________________________________

Have you been released to return to class and clinical experience? YES / NO If no-explain_____________________________________________________________

__________________________________________

STUDENT SIGNATURE / DATE       FACULTY SIGNATURE / DATE
APTA Standards of Ethical Conduct
For the Physical Therapist Assistant

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.

STANDARDS

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

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

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

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

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

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

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

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

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

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

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

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

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

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

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

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

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

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

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

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

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

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

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

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

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

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

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

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

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

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

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

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

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

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

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

Copied, with permission, from the APTA
Assessment of Curricular Needs (based on clinical experiences; CAPTE 2C)

- Review curricular needs identified through: 1) Clinical Instructors (CI’s) via ACCE communication or 2) Center Coordinators of Clinical Education (CCCE’s) via Site Visits. Comments Collected from CI’s or CCCE’s re: HCC curricular needs (recorded t/o Semester) include the following:
Review CPI web; at conclusion of Clinical Experience(s)

**Strengths Noted on CPI:** (input data collected from CPI web):

**Weaknesses Noted on CPI:** (input data collected from CPI web):

Click here to enter text.

Review the **STUDENT Assessment of the Clinical Experience**

**Question #27:** What were the strengths of the HCC PTA program that helped prepare you for this clinical?

**Student Assessed Academic Strengths; summarized in aggregate:**

**Question #28:** What changes would you suggest for the HCC PTA program to better prepare students for this clinical?

**Student Suggestions for Curricular Improvements; summarized in aggregate:**
Review Student’s Assessment of Program Goals; collected in PTA 250

Review Employer Surveys of HCC Graduates; collected during site visitations

DESIRED OUTCOMES:

2C

The curriculum supports the Mission and Goals of the program, prepares students to work under the supervision of a Physical Therapist and develops the skill necessary of an entry level PTA.

Threshold:

≥ 90% of ranking on the Student Exit Survey will be ≥ 3 on item # 1 (The curriculum prepared me to work under the supervision of a PT) (on a 1- 4 point Likert Scale)

Threshold:

≥ 95% of students at the conclusion of the terminal clinical rotation are at entry level

Threshold:

90% of ranking on the Employer Survey will be ≥ 3 on item #2 (Provide safe and competent physical therapy interventions as directed by the physical therapist and established within the plan of care to minimize risk to patient, self and others and maximize patient outcomes.) (1- 4 Likert Scale)

Threshold:

≤ 1 student per clinical rotation will have a “significant concern” marked on the APTA PTA CPI
OUTCOME STATUS:

☐ Thresholds ACHIEVED - No Action necessary

☐ Threshold NOT Achieved – Action(s) deemed necessary:
  ☐ Curricular change indicated in the following area(s):
  ☐ Faculty training indicated in the following area(s):

2C

The Clinical Education program supports the Mission and Goals of the program and is reflective of quality and effective clinical experiences that demonstrate appropriate expertise.

Threshold:

≥ 90% of ranking on the Student Exit Survey will be ≥ 3 on item # 8 (The clinical education courses were sequenced appropriately within the curriculum) (on a 1- 4 point Likert scale)

Threshold:

≥ 95% of CIs and/or CCCEs will rate courses as being sequenced appropriately in the curriculum to meet the goals and objectives of the clinical education program on the Clinical Site Visit Form Section V, D5
Threshold:

≥ 95 of students at the conclusion of the terminal clinical rotation are at entry level

Threshold:

≥ 95% of CIs and/or CCCEs will rate clinical education courses as being of appropriate duration and length to meet the goals and objectives of the clinical education on the Clinical Site Visit Form Section V, D5

Threshold:

≥ 95% of student ranking on the Student Exit Survey will be ≥ 3 or greater on item # 10 (The communication between the HCC PTA program and the clinical education site is sufficient and effective) (1- 4 point Likert scale)

OUTCOME STATUS:

☐ Thresholds ACHIEVED - No Action necessary

☐ Threshold NOT Achieved – Action(s) deemed necessary:
  ☐ Curricular change indicated in the following area(s):
  ☐ Faculty training indicated in the following area(s):

Comments:

Assessment of Clinical Education Faculty (CI’s): (CAPTE Criteria 2B3)

☐ Review STUDENT ASSESSMENT of the CLINICAL INSTRUCTOR
Review ACCE, Clinical Instructor Assessment Rubric

**DESIRED OUTCOMES:**

283

Clinical Instructors show evidence of clinical teaching effectiveness

**Threshold:**

100% of all CI’s utilized will have greater than 1 year of clinical experience

**Threshold:**

100% of the rankings on the Student Assessment Clinical Experience item #23 and Student Assessment of the Clinical Instructor form item #3 will be $\geq 3$ (on a 4 point Likers scale)

**Threshold:**

100% of rankings utilizing the **ACCE Assessment of CI** will be $\geq 3$ (on a 1-4 point Likert scale) for the following areas of performance: Organizational Skills/Planning, Communication, problem Solving and Professional Role Modeling

**Threshold:**

After CI developmental activities have been provided, the CI will receive a “3” or greater (on a 4 point scale) on the **ACCE Assessment of CI** in his/her deficient areas with the next student clinical experience.

**OUTCOME STATUS:**
☐ Thresholds ACHIEVED - **No Action necessary**

☐ Threshold NOT Achieved – **Action(s) deemed necessary (check all that apply):**

☐ ACCE to provide follow up communication with Clinical Instructor

☐ Discussion with CCCE

☐ Will make a notation in Clinical Instructor database of ineffective performance of CI and evaluate for trends.  ☐ 3 infractions or ☐ egregious event equates to termination of CI

---

**Stats collected for CAPTE AAR:**

<table>
<thead>
<tr>
<th>Description</th>
<th>CE II (rot 1 &amp; rot 2)</th>
<th>CE I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students:</td>
<td>CE II (rot 1 &amp; rot 2):</td>
<td>16</td>
</tr>
<tr>
<td>CE I: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of APTA Credentialed CI’s:</td>
<td>CE II (rot 1 &amp; rot 2):</td>
<td>2</td>
</tr>
<tr>
<td>CE I: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of APTA Specialty certified CI’s:</td>
<td>CE II (rot 1 &amp; rot 2):</td>
<td>1</td>
</tr>
<tr>
<td>CE I: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculated % of APTA Credentialed CI’s for academic year:</td>
<td>12 %</td>
<td></td>
</tr>
<tr>
<td>Calculated % of APTA Specialty certified CI’s for academic year:</td>
<td>6 %</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Academic Clinical Education Team (CAPTE 2C)

☐ Review CI/CCCE Assessment of ACCE

☐ Review of Student Surveys of the Academic Clinical Education Team

Summary of Strengths:

Summary of Weaknesses:

DESIRED OUTCOMES:

OUTCOME STATUS:

☐ Thresholds ACHIEVED - No Action necessary

☐ Threshold NOT Achieved – Action(s) deemed necessary:

☐ Change clinical education, academic team structure to better meet needs
Assessment of Clinical Education Sites: (CAPTE 2C)

☐ Review Summary of Site Visits

Choose an item. Number of site visits completed this semester:

Choose an item. Number of sites requesting an educational presentation this semester:

Choose an item. Number of on-line CEU’s issued:

Choose an item. Number of on-site CEU’s issued:

☐ Review Clinical Site Data Base, looking at quality, quantity and variety of clinical sites.

CE Info needed for CAPTE AAR:

Number of Clock hours spent in Clinical Education: 640

Length of terminal CE: 12 weeks

Number of Active CE sites: Choose an item.
Number of Sites returning clinical commitments for year:

Clinical Affiliation Agreements are all current ☐ Comments:

**DESIRED OUTCOMES:**

2C

The Clinical Education program supports the Mission and Goals of the program and is reflective of quality and effective clinical experiences that demonstrate appropriate expertise (the number and variety of clinical education sites is sufficient to meet the goals and objectives of the clinical education courses in the curriculum)

**Threshold:**

≥ 125% the number of clinical education sites needed to provide clinical rotations through the final terminal rotation

**OUTCOME STATUS:**

☐ Thresholds ACHIEVED - **No Action necessary**

☐ Threshold NOT Achieved – **Action(s) deemed necessary:**

☐ Change clinical education, academic team structure to better meet needs

☐ Other:
Comments: Achieved for summer 2016 PTA 140; TBD for 2017

Assessment of CEU Offerings for Clinical Sites (CAPTE 2B3)

☐ Review site visit presentation surveys

☐ Review current CEU topics and discuss topics to be developed; based on feedback from clinical sites and/or academic faculty.

DESIRED OUTCOMES:

2B3

_Clinical Instructors show evidence of clinical teaching effectiveness_ (Effectiveness of the developmental activities for clinical education faculty provided by the program)

Threshold:

After CI developmental activities have been provided, the CI will receive a “3” or greater (on a 4 point scale) on the ACCE, CI Assessment Rubric in his/her deficient areas with the next student clinical experience.

Note: HCC encourages additional CEU offerings provided by area PT/PTA schools, education consortiums, and the APTA / IPTA. These offerings are assessed as a whole and are not a part of HCC’s individual assessment plans.

OUTCOME STATUS:

☐ Thresholds ACHIEVED - No Action necessary
Threshold NOT Achieved – **Action(s) deemed necessary:**

- Change clinical education, academic team structure to better meet needs

- Other:

**Comments:**
The purpose of this form:
- Gather pertinent information about the clinical education placement site that can be shared with the prospective student and HCC PTA Program.
- Determine proper clinical education placements.
- Program assessment.
- Completion of accreditation requirements.

**TABLE of CONTENTS**

Purpose / Table of Contents
Instructions for Completing form
General Information about Clinical Site
Hours of Operation
Student Experience Type & Schedule
Type of setting
Case Mix
Learning Opportunities
Reasonable Accommodations
Absence of CI or PT
PT On Site at ALL Times per Illinois PT Practice Act
Information for Student
CI Information
How does Facility Select whom will be a CI
Facility Training for CIs
Abbreviated Resume for CCCE
Instructions for completing this form

1. **Save an electronic copy of the HCC PTA program placement site form on your computer:**
   - Title the file as *HCC Site Data Form Site Name_ Date Completed* (ABC Rehab & Fitness_2-27-15) This allows the users to quickly identify the facility and most recent version of the HCC PTA site form from a folder. Saving the document will preserve the original copy on the disk or hard drive, allowing for ease in updating the document as changes in the clinical placement site information occurs.

2. **Complete the HCC PTA program placement site form thoroughly and accurately.**
   - Use the tab key or arrow keys to move to the desired blank space. The form is comprised of a series of tables to enable use of the tab key for quicker data entry. Use the Comment section to provide additional information as needed.
   - Please provide the appropriate information for each placement site if your PT business has multiple sites.
   - If a question or area does not apply please place **NA**.

3. **E-mail a copy of the completed HCC PTA program placement site form to:**
   - Courtney Yamada, PT, DPT, OCS
courtney.yamada@heartland.edu

4. Please develop an abbreviated Resume for each CCCE utilizing the attached form.

5. **HCC PTA program will update this information with the clinic on an annual basis during a Clinical Site Visit.**
## Clinical Education Placement Site Data Form

**Name of Clinical Center:**  

**Street Address:**  

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

**PT Department Phone:**  

**Ext.:**

**PT Department Fax:**  

**PT Department E-mail:**

**Clinical Center Web Address:**

### Center Coordinator of Clinical Education (CCCE):

**CCCE Phone:**

**CCCE E-mail:**

### HOURS of OPERATION

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>From: (a.m.)</th>
<th>To: (p.m.)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
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<td>Wednesday</td>
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<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sunday</td>
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<td></td>
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</tbody>
</table>
WHICH STUDENT EXPERIENCE DO YOU PREFER & WHAT SCHEDULE WOULD WORK BEST FOR YOUR CLINIC? MARK ALL THAT APPLY (X)

<table>
<thead>
<tr>
<th>CLINICAL Experience I (summer / 160 hours)</th>
<th>CLINICAL Experience II / Rot I (spring / 240 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Full days</td>
<td>□ Full days</td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td>Other: (Specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL Experience II / Rot II (spring / 240 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Full days</td>
</tr>
<tr>
<td>Other: (Specify)</td>
</tr>
</tbody>
</table>

WHAT TYPE OF SETTING BEST DESCRIBES YOUR FACILITY (check all that apply)

<table>
<thead>
<tr>
<th>□ Acute Care/Inpatient</th>
<th>□ Home Health</th>
<th>□ ECF/Nursing Home/SNF</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Industrial/Occupational Health Facility</td>
<td>□ Outpatient</td>
<td>□ Rehabilitation/Sub-acute Rehabilitation</td>
</tr>
<tr>
<td>□ School /Preschool Program</td>
<td>□ Pediatrics</td>
<td></td>
</tr>
<tr>
<td>□ Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PATIENT CASE MIX (check all that apply)

<table>
<thead>
<tr>
<th>□ Amputees</th>
<th>□ Balance</th>
<th>□ Cardiovascular-pulmonary</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Dizziness / Vertigo</td>
<td>□ Integumentary</td>
<td>□ Musculoskeletal</td>
</tr>
<tr>
<td>□ Neurologic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERPROFESSIONAL RELATIONSHIPS (check all that apply)

What Interprofessional Relationships are available at this site?

□ Administration □ Athletic Trainers □ Nursing □ Physicians □ Physician Assistants □ Nutrition/Dietician

□ Lab □ Respiratory □ OT □ Pharmacy □ Radiology □ Speech □ Social Work □ Med records

How do you foster this relationship for students:
MARK (X) ALL LEARNING OPPORTUNITIES AVAILABLE TO STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Group programs/classes</th>
<th>Pulmonary rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquatic therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiac rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community/re-entry activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical care/intensive care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive impairment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is your clinical site willing to offer reasonable accommodations for student under ADA?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What provisions are made for students if the clinical instructor is ill or away from the clinical site?

Comments:

Does this site ensure that a PT is on-site at all times when the Student PTA is treating patients? [Illinois Practice Act; 225 IL CS 90/2/Sec. 2 (8)]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### INFORMATION for the STUDENT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Do students need to contact the clinical site for specific work hours related to the clinical experience? When and to whom should they speak to?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Do students receive the same official holidays as staff?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is emergency health care available for students?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is other non-emergency medical care available to students?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you provide the student with an on-site orientation to your clinical site?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will the student have access to the Internet at the clinical site?</td>
</tr>
</tbody>
</table>

What is the facility dress code?

What time should the student report to the clinical site on the first day of the experience?

---

### CLINICAL INSTRUCTOR INFORMATION: Provide the following information on all PTs or PTAs employed at your clinical sites who are Clinical Instructors (CIs)

<table>
<thead>
<tr>
<th>Name &amp; credentials (Name of Therapist or Assistant DPT, OCS or PTA, BS)</th>
<th># of Years of Clinical Practice</th>
<th># of Years as Clinical Instructor</th>
<th>List Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>List others</td>
</tr>
</tbody>
</table>

**KEY:**
- **A** = APTA credentialed CI
- **B** = Cert. clinical specialist
- **C** = APTA PTA Proficiency

<table>
<thead>
<tr>
<th>Current Licensure State IL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ YES</td>
</tr>
<tr>
<td>□ NO</td>
</tr>
</tbody>
</table>

| □ YES                        |
| □ NO                         |

| □ YES                        |
| □ NO                         |

| □ YES                        |
| □ NO                         |
## MARK ALL THAT APPLY AS THE CRITERIA YOUR FACILITY UTILIZES TO SELECT CIs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTA Clinical Instructor Credentialing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegated in job description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated strength in clinical teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APTA Clinical Instructor Education and Credentialing Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapist initiative / volunteer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of experience: Number:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No criteria</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## WHAT TRAINING DOES YOUR FACILITY PROVIDE THE CIs RELATED TO CLINICAL EDUCATION?  MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1:1 individual training (CCCE / CI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing education by consortia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic for-credit coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APTA Clinical Instructor Education and Credentialing Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (non APTA) clinical instructor credentialing program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical center in-services</td>
<td>Professional continuing education (e.g., chapter, CEU course)</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Continuing education by academic program</td>
<td>Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>
Each student is requested to complete the Clinical Experience Preference Form and return to the ACCE within the established timeframe. The information will be utilized by the ACCE in determining the correct clinical education experience, however this does not imply or guarantee placement at specified clinical sites. All assignments made by the (ACCE) are final and non-negotiable. Due to unforeseen circumstances, assignments are subject to change.

STUDENT NAME (PRINT) ________________________________

_____ I have no preferences or conflicts.

1st preference and justification:
________________________________________________________________________________________
________________________________________________________________________________________

2nd preference and justification:
________________________________________________________________________________________
________________________________________________________________________________________

3rd preference and justification:
________________________________________________________________________________________

Please list clinical sites you should not be assigned to and justification:
________________________________________________________________________________________

Please list any other issues, concerns or circumstances that could impact placement:
________________________________________________________________________________________
________________________________________________________________________________________

________________________________________________________________________________________

________________________________________  _________________
Student Signature                                Date
Heartland Community College

**CLINICAL INSTRUCTOR ASSESSMENT RUBRIC**

Clinical Education Site Name: Click here to enter text.
Clinical Instructor: Click here to enter text.
Date of Assessment: Click here to enter a date.

The ACCE will complete the following rubric on each Clinical Instructor. The ACCE will utilize various resources (i.e.: student input / interaction with CI / observations, etc.) while engaging tin the decision process.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Disagree 3</th>
<th>Strongly Disagree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates effectiveness in <strong>Communication</strong> with students, ACCE, and program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Demonstrates effectiveness in <strong>Organizational Skills/Planning</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Demonstrates effectiveness in <strong>Problem Solving</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Demonstrates effectiveness in <strong>Professional Role Modeling</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Heartland Community College
Physical Therapy Assistant Program

CLINICAL REQUIREMENTS ACKNOWLEDGEMENT FORM

This form must be completed at the time the student submits a Clinical Experience Student Preference Form. If the student is unable to attest to any of the statements below, the student must make immediate arrangements to fulfill the obligation and provide the completion of this action to the ACCE no later than 2 weeks prior to the beginning of the clinical experience to avoid delay in beginning the clinical experience.

____ I acknowledge that I have submitted a completed HCC Medical Exam Form

____ I acknowledge that all of my immunizations are current and up to date and I have submitted required documentation to the ACCE.

____ I acknowledge that I have obtained my annual Tuberculosis test and provided the results to the ACCE.

____ I acknowledge that I have reviewed and understand the materials related to the Health Insurance Portability and Accountability Act (HIPPA).

____ I acknowledge that I have reviewed and understand the materials related to Blood Borne Pathogens.

____ I acknowledge that I have reviewed and understand the AHA Patient Bill of Rights, specifically related to my responsibility to inform patients that I am a “Student PTA” and of their risk-free right to refuse treatment.

____ I acknowledge that I have current Health Insurance coverage and have provided documentation of such to the ACCE.

____ I acknowledge that I have a current American Heart Association Basic Life Support for Healthcare Provider CPR Certificate
Heartland Community College
Physical Therapy Assistant Program

Clinical Commitment Form 20__

<table>
<thead>
<tr>
<th>Facility Name:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Center Coordinator of Clinical Education:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Contact Email:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Special Requirements for Your Site:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Please indicate your willingness to accept Heartland Community College Physical Therapist Assistant students in the following time frames. Be sure to indicate the number of students you would be able to accommodate.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Level</th>
<th># of Students</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23-March 3, 2017 (240 clinic hours, full time 6 weeks)</td>
<td>Clinical Experience IIA 2nd year student</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>March 20-April 28, 2017 (240 clinic hours, full time 6 weeks)</td>
<td>Clinical Experience IIB 2nd year student</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>May 22-June 30, 2017 (160 clinic hours need to be completed and may be complete full or part time within the above time frame)</td>
<td>Clinical Experience I 1st year student</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

☐ I am unable to commit to accepting students at this time. Please contact me at a later date to verify availability (please indicate date): Click here to enter text.
Please reply no later than October 28, 2016.

Name of CCCE:  Click here to enter text.  Date:  Click here to enter text.

Please save this form for your records, and forward by October 28, 2016 to:

Courtney Yamada, PT, DPT, OCS
ACCE and Instructor
Heartland Community College
Phone: 309-268-8666
Fax: 309-268-7958
courtney.yamada@heartland.edu

Please feel free to contact me at any time with questions. Thank you for your support!

Please FAX this form to us at (309) 268 - 7958 by April 30,

Does this site ensure that a PT is on-site at all times when the Student PTA is treating patients?  □  YES
Heartland Community College
Physical Therapy Assistant Program

Heartland Community College
PTA Program
Clinical Site Visit Form

☐ Initial Site Visit  ☐ Midterm Site Visit

Name of facility: 
Date of Visit:

Name of ACCE/Academic faculty:
CCCE/CI
Email

Contact Phone #  Contact

Person Interviewed: CCCE

SECTION I:  CLINICAL SITE AVAILABILITY:

A. ☐ YES  ☐ No  Review nationally recognized dates for clinical commitment form
sent March 1 / return by April 30th.

B. ☐ YES  ☐ No  Has CCCE received clinical commitment form?

C. ☐ YES  ☐ No  Has CCCE returned clinical commitment form?

If site visit occurs after March 1 and no commitment form has been returned,
CCCE was supplied with
☐ Hard copy returned with site visitor
☐ Hard copy to be faxed to ACCE

D. ☐ No  ☐ Yes: Are there any foreseeable circumstances that may increase
or decrease the site’s ability to accept students from HCC?

E. This site chooses to be placed on an inactive status for clinical education at
this time due to:
SECTION II: CLINICAL EDUCATION PLACEMENT SITE DATA FORM:

A. ☐ Clinical Education Placement Site Data Form REVIEWED
   1. Information About Clinical Site
      o ☐ YES ☐ No  CCCE name matches HCC data base
      o ☐ YES ☐ No  CCCE phone and email address matches HCC data base

   Abbreviated Resume for CCCE
      o ☐ YES ☐ No  Verify greater than 1 year clinical experience

   Clinical Instructor Information
      o ☐ YES ☐ No  Verify greater than 1 year clinical experience for all CIs

   Information for Students
      o ☐ YES ☐ No  Additional health tests/immunizations required prior to CE
                     If yes: Click here to enter text.
      o ☐ YES ☐ No  Additional training required prior to CE
                     If yes: Click here to enter text.
      o ☐ YES ☐ No  First aid required
      o ☐ YES ☐ No  Contact site and discuss first aid training vs certification
      o ☐ YES ☐ No  Communicate concerns with ACCE for follow up

      o ☐ YES ☐ No  Physical exams requested annually
      o ☐ YES ☐ No  Contact site and discuss one time physical exam and
                     repeat of TB exam (annually) required by school
      o ☐ YES ☐ No  Communicate concerns with ACCE for follow up

   Information sent to sites for student affiliation by HCC:
   Name
   Emergency Contact
   Immunizations
   Annual TB Results
   Verification of CPR certification at Health Care Provider Level
   Verification of OSHA and HIPPA Training
   Signed statement by Student re: Insurance Coverage, CBC & drug screen verification

B. ☐ SITE SENDING CLINICAL EDUCATION PLACEMENT SITE DATA FORM LATER

C. ☐ Will require follow up contact from site visitor, if no CSIF sent within 2 weeks of visit. PLACE REMINDER ON OUTLOOK “To Do List”

D. ☐ UPDATED DATA IN HCC CLIN ED SHAREPOINT
Section III: CCCE / CI INFO

A. What is the student to CI ratio at this site? (click on box and chose item) 1 student: 1 CI

B. Are PTA’s usually acting as the CI? □ No □ Yes:

C. Have your PT’s ever considered being a CI for a PTA student? □ No □ Yes:

D. The CIs provides evidence of professional role modeling:

E. The CIs provides evidence of organizational skills and/or planning of learning experiences for student (including opportunities for interprofessional practice):

F. The CIs provides evidence of problem-solving/conflict resolution skills with student:

G. Review of Clinical Education Resources for CCCEs and CIs:
   - □ CI/CCCE familiar with PTA CPI Web tool/training
   - □ HCC PTA Handbook (program curriculum & procedures) found on APTA/PTA CPI dashboard & on HCC website
   - □ HCC Student Information Form (emailed to CCCE)
   - □ HCC CCCE & CI Qualifications/Responsibilities/Rights & Privileges (PTA Handbook)

   ➤ HCC PTA Program website at: http://www.HCC.edu/divisions.aspx?id=189
   (right click to “open hyperlink” with internet access)

   ➤ APTA Core Documents found at: http://www.apta.org/CoreDocuments/
   (right click to “open hyperlink” with internet access)

   ➤ APTA Clinical Educator Resources found at: http://www.apta.org/Educators/Clinical/EducatorDevelopment/
   http://www.apta.org/Educators/Clinical/SiteDevelopment/
   (right click to “open hyperlink” with internet access)

SECTION IV: SITE PT / PTA RELATIONSHIP / ROLE MODELING
A. The site reports common practice to include, the PT performing the initial evaluation and establishing a POC (inclusive of LTG's), then allowing the PTA to:

☐ carry out selected interventions until discharge  (Note: Discuss PT/PTA preferred relationship and supervision)

☐ carry out selected interventions with regularly scheduled re-evaluations by the PT until discharge

☐ Team Treat  Choose an item. with the supervising therapist

B. The Role of the PTA at this site includes involvement in the following activities:

1. DATA COLLECTION
   a. ☐ Routine Involvement
   b. ☐ Limited Involvement
   c. ☐ No involvement

   **If no involvement or questions re: involvement, site is educated on** Minimum Required Skills of PTA Graduate at Entry Level; found at [http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf) (right click to “open hyperlink” with internet access)

2. THERAPEUTIC or PROCEDURAL INTERVENTIONS
   a. ☐ Routine Involvement
   b. ☐ Limited Involvement
   c. ☐ No involvement

   **Discussed APTA Position:** PROCEDURAL INTERVENTIONS EXCLUSIVELY PERFORMED BY PHYSICAL THERAPIST; including sharp debridement and joint mobilization. [http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/ProceduralInterventions.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/ProceduralInterventions.pdf) (right click to “open hyperlink” with internet access)

3. Site was (click on box and chose item) : aware of position regarding both sharp debridement and joint mob

4. DISCHARGE
   i. ☐ Routine Involvement
   ii. ☐ Limited Involvement
   iii. ☐ No involvement

5. DOCUMENTATION
   i. ☐ Routine Involvement
   ii. ☐ Limited Involvement
   iii. ☐ No involvement

   **If no involvement or questions re: involvement, site is educated on** Documentation Authority; found at: [http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Documentation.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Documentation.pdf) (right click to “open hyperlink” with internet access)

SECTION V: STUDENT PTA

A. ☐ YES  Does this site ensure that a PT is on-site at all times when the Student PTA is treating patients?

☐ no:  Choose an item.
B. If the supervising PT is ill, this site ensures that the SPTA is

If site has questions, share the following materials from APTA re: Supervision of the Student &/or the PTA: (right click to “open hyperlink” with internet access)

Supervision of Students:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Supervision.pdf

http://www.apta.org/Payment/Medicare/Supervision/

Levels of Supervision:

Supervision of PTA:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Direction.pdf
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Provision.pdf

C. How are Students Incorporated into typical PT/PTA schedule / productivity? Click here to enter text.

D. PERFORMANCE of the HCC STUDENT PTA

1. □ YES □ No Do you feel that students from HCC are academically well prepared for duties at this site?

2. □ YES □ No Do you feel that students from HCC are clinically well prepared for duties at this site? Click here to enter text.

3. What are the strengths of students in the PTA program at HCC? (click on box and type in comments): Click here to enter text.

4. What are the weaknesses of students in the PTA program at HCC?
Click here to enter text.

5. □ YES □ No Do you feel the HCC PTA Program clinical education courses are appropriate in duration and length to meet the goals and objectives of the clinical education program? Click here to enter text.

6. □ YES □ No Do you feel the HCC PTA Program courses are sequenced appropriately in the curriculum to meet the goals and objectives of the clinical education program? Click here to enter text.

SECTION VI: HCC & SITE RELATIONSHIP

A. □ HCC Graduate Survey issued to site

B. □ No recent HCC graduates at this site

C. □ YES □ No The site reports sufficient communication with the ACCE at HCC
   Comments: Click here to enter text.
D. The site offers the following suggestions for improvement to HCC’s clinical education program:

E. The site suggested the following continuing education/in-service topics be developed to further enhance clinical instructor growth/development:

SECTION VII: ACCE Summary of Visit/Communication:

A. □ YES □ No  RED FLAGS identified for this site
Choose an item.

B. □ YES □ No  Communication with HCC program coordinator re:

Click here to enter text.

C. □ YES □ No  Physical facility & patient case load is adequate for student’s experience

Click here to enter text.

D. □ YES □ No  Physical work space is available for student.

Click here to enter text.

E. □ YES □ No  ACCE has concerns related to CI teaching effectiveness.

Click here to enter text.
Your drug screen must be performed at the following facility:

OSF Occupational Health
Eastland Medical Plaza II
1505 Eastland Drive, Suite 1000
Bloomington, IL 61701

(309) 661 – 6270

- OSF Occupational Health does not take appointments, but they do perform drug-screens between the hours of 8am and 5pm, Monday through Friday.
- The approximate cost is $45.00 and they do not bill any insurance.
- Please complete your drug screen between November 15 and December 31, 20__.
- If you have questions, please contact Courtney Yamada, PT, DPT, OCS at (309) 268-8666.
Heartland Community College
Physical Therapy Assistant Program

HEALTH INSURANCE COVERAGE

The following statement is required to verify your current Health Insurance Coverage.

I ________________________________________________, hereby attest to securing health
insurance with the following provider (Name of Insurance Company / Agent / Address / Telephone):

Name of Insurance Company: _____________________________________________________
Agent:_________________________________
Address: _________________________________________City: ______________ State: ____
Zip:___________ Telephone: (   )______________________

Coverage Dates:________________________________________________________________

(Coverage Dates MUST correspond with Clinical Experience dates.)

_______________________________________
STUDENT SIGNATURE

___________
DATE
**IN-SERVICE / CASE STUDY FEEDBACK FORM**

Name: _________________________________________________________________

Topic: ___________________________________________________________________

Date of Presentation: ___________________________________________________________________

Length of Time: ___________________________________________________________________

<table>
<thead>
<tr>
<th>MET</th>
<th>NOT MET</th>
<th>OBJECTIVES</th>
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</table>

1) Presenter had current knowledge of topic. YES NO

2) Presenter remained within the allotted time. YES NO

3) Questions were encouraged and answered appropriately. YES NO

4) Material presented has clinical relevance. YES NO

Comments:

Please return completed feedback form to the student/presenter. The student must return this form to the ACCE within one business day of the completion of the clinical experience.
Clinical Site Orientation Checklist

The following are suggested orientation topics for each clinical affiliation. Please feel free to include other information related to your specific site.

☐ Department tour and introduction to staff

☐ Location of restrooms, lockers, cafeteria, storage of personal belongings, etc.

☐ Break times, lunch periods, work hours, etc.

☐ Emergency procedures, fire alarms, codes, etc.

☐ Safety precautions, accident prevention, etc.

☐ Policy regarding personal phone calls and cell phone use

☐ Dress code

☐ Department meetings, availability for conference times during working hours, etc.

☐ Where to park and any rules related to parking

☐ Review of evaluation tool (CI and student)

☐ Review of student profile (CI and student)

☐ Policies and procedures specific to facility
Patient's Bill of Rights

While under the care of health care professionals, the patient has the following rights (adapted from the American Hospital Association):

1. The right to considerate and respectful care

2. The right to obtain information that is relevant, current, and understandable concerning diagnosis, treatment and prognosis including risks involved, possible length of recuperation, and medically reasonable alternatives and their accompanying risks, financial implications and benefits.

3. The right to know the identity of all individuals involved in their care.

4. The right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law. In case of such refusal, the patient is entitled to other appropriate care and services.

5. The right to have an advance directive.

6. The right to every consideration of privacy.

7. The right to confidentiality

8. The right to review records pertaining medical care.

9. The right to ask and be informed of the existence of business relationships amount the hospital, educational institutions, other health care providers or payers that may influence the patient's treatment and care.

10. The right to consent or decline to participate in proposed research studies

11. The right to expect reasonable continuity of care when appropriate and realistic options when hospital care is no longer appropriate.

12. The right to be informed of hospital policies and practices that related to patient care, treatment, and responsibilities.
STUDENT NAME:

CLINICAL SITE NAME:

CLINICAL EXPERIENCE:  Choose an item.

CLINICAL EXPERIENCE DATES: Click here to enter a date. to Click here to enter a date.

TYPE OF EXPERIENCE: choose all that apply

**STUDENT ASSESSMENT of the CLINICAL EXPERIENCE (this part of the form will only be reviewed by the student completing this part and the HCC ACCE)**

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE 4</th>
<th>AGREE 3</th>
<th>DISAGREE 2</th>
<th>STRONGLY DISAGREE 1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  I received information from the clinical site prior to my arrival.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.  The information I received from the clinical site prior to my arrival was accurate and helpful.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.  I completed an orientation within the first week of the clinical.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.  Please write comments and/or recommendations for the orientation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.  I had the opportunity to work with a variety diagnosis.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6.  Comments on question 5</td>
<td></td>
<td></td>
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</tbody>
</table>
### STUDENT ASSESSMENT of the CLINICAL EXPERIENCE

*(this part of the form will only be reviewed by the student completing this part and the HCC ACCE)*

<table>
<thead>
<tr>
<th></th>
<th>MID TERM</th>
<th></th>
<th>FINAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>I observed patient evaluations.</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>8.</td>
<td>I observed and/or participated in progress assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I observed and/or participated in discharge planning and implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I performed modality interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I performed therapeutic exercise interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I performed manual therapy interventions appropriate for the PTA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I performed ambulation interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I performed patient education interventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I performed documentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Comments:
**STUDENT ASSESSMENT of the CLINICAL EXPERIENCE** (this part of the form will only be reviewed by the student completing this part and the HCC ACCE)

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE 4</th>
<th>AGREE 3</th>
<th>DISAGREE 2</th>
<th>STRONGLY DISAGREE 1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. The clinical site was supportive of my role as a PTA student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The clinical site role modeled the PT / PTA relationship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The facility fostered interprofessional relationships (ability to work with and interact with other health care providers i.e. MD, OT, Speech, Nursing, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LIST THOSE PROFESSIONALS YOU INTERACTED WITH:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The work environment was ethical.</td>
<td></td>
</tr>
<tr>
<td>22. The work environment was open, friendly, collaborative, and collegial.</td>
<td></td>
</tr>
<tr>
<td>23. The clinical site utilized Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>24. I was appropriately supervised.</td>
<td></td>
</tr>
<tr>
<td>25. COMMENTS on Question 23.</td>
<td></td>
</tr>
<tr>
<td>26. I would like to speak to the ACCE about the following:</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27. What skills should a fellow PTA student have to be successful at this clinical?</td>
<td></td>
</tr>
<tr>
<td>28. What were the strengths of the HCC PTA program that helped prepare you for this clinical?</td>
<td></td>
</tr>
<tr>
<td>29. What changes would you suggest for the HCC PTA program to better prepare students for this clinical?</td>
<td></td>
</tr>
<tr>
<td>30. Overall I would assess this clinical site as: (click appropriate box)</td>
<td></td>
</tr>
<tr>
<td>□ Excellent</td>
<td>□ Time Well Spent</td>
</tr>
<tr>
<td>□ Some Good Experiences</td>
<td>□ Needs further development</td>
</tr>
<tr>
<td>31. COMMENTS</td>
<td></td>
</tr>
</tbody>
</table>

---

STUDENT SIGNATURE ___________ DATE ___________ ACCE SIGNATURE ___________ DATE ___________
### Student Assessment of the Clinical Instructor (CI)

This part of the form MUST be shared with the student completing the form and the CI(s) and the HCC ACCE MUST BE SIGNED BY ALL PARTIES.

<table>
<thead>
<tr>
<th></th>
<th>MID TERM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Clinical Instructor (CI) was familiar with HCC PTA Program objectives and expectations for clinical education.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>2.</td>
<td>The clinical expectations and goals of the clinical were discussed and developed within the first week of the clinical.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>3.</td>
<td>The CI provided timely constructive and objective feedback</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>4.</td>
<td>The CI demonstrated good listening skills.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>5.</td>
<td>The CI demonstrated good communication skills.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>6.</td>
<td>The CI encouraged the student's problem solving skills.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>7.</td>
<td>I clearly understood whom I was accountable and responsible to.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>8.</td>
<td>The CI demonstrated good accessibility to the student.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>9.</td>
<td>The CI demonstrated appropriate student and instructor relationship.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>10.</td>
<td>The CI provided opportunities that were within my scope of knowledge and skills.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>11.</td>
<td>The CI facilitated appropriate Instructor / Student and Student / Patient relationships.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>12.</td>
<td>Adequate time was set aside for student &amp; CI interactions.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>13.</td>
<td>The CI facilitated and supported my problem solving skills.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>14.</td>
<td>The CI was a positive role model.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>15.</td>
<td>The CI facilitated varied learning opportunities.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
<tr>
<td>16.</td>
<td>The CI utilized contemporary and evidence based interventions.</td>
<td>STRONGLY AGREE (4)</td>
</tr>
</tbody>
</table>

17. What were the CI's strengths?

18. What could the CI or other staff done differently to contribute to learning?

**Student Signature:**

**Date:** Click here to enter a date.

**HCC ACCE Signature:**

**Date:** Click here to enter a date.
Heartland Community College
Physical Therapy Assistant Program

Student Information (type in name of clinical site)

Name: 

Address: 

City: State: ZIP: 

Phone: 

EMERGENCY CONTACT PHONE: □ Spouse □ Parent □ Other: 

Insurance/Certifications/Verification of Training/CBC & Drug Screens

I, hereby attest to: 
☐ Signing a confidentiality statement upon entering the PTA program. 
☐ Successfully completing OSHA training in PTA 100. 
☐ Successfully completing HIPPA training in PTA 100. 
☐ Submitting to a Criminal Background Check and Government Registry Search for which I have no disqualifying convictions/offenses. 
☐ Submitting to a Drug Test for which I tested negative for illegal drugs and use of prescription meds belonging to someone else. 
☐ Holding a current CPR certification (American Heart Association-Healthcare Provider level with AED) 
☐ Securing health insurance with coverage dates corresponding with the CE dates; listed above. 
☐ The provider of said insurance is:
### Verification of Immunizations as seen on Medical Exam Form

(Medical Exam Form on file at school)

#### A Two Step Tuberculosis Screening:
- **Nursing students with proof of annual screenings need Step 1 only.**
- **Attach chest x-ray if any result is positive.**

<table>
<thead>
<tr>
<th>Step 1 date: / /</th>
<th>Results:</th>
<th>POS ☐</th>
<th>NEG ☐</th>
<th>Date: / /</th>
<th>Results:</th>
<th>POS ☐</th>
<th>NEG ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date repeated for Spring Clinical Rotations:</td>
<td>/ /</td>
<td>Results:</td>
<td>POS ☐</td>
<td>NEG ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to be done in second year of program)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B Tetanus:
- Must be within 10 years

<table>
<thead>
<tr>
<th>Date: / /</th>
</tr>
</thead>
</table>

#### C Polio Vaccine:

<table>
<thead>
<tr>
<th>Date 1: / /</th>
<th>Date 2: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date 3: / /</td>
<td>Date 4: / /</td>
</tr>
</tbody>
</table>

#### D Measles, Mumps and Rubella:
- Lab results for all titers must be attached if vaccine was not administered.
- **Immune:**

<table>
<thead>
<tr>
<th>MMR Vaccine dose 1: / /</th>
<th>Measles Titer: / /</th>
<th>Yes ☐</th>
<th>No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMR Vaccine dose 2: / /</td>
<td>Mumps Titer: / /</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>(NE program requires Rubella Titer with vaccine.)</td>
<td>Rubella Titer: / /</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

#### E Varicella (Chicken Pox):
- Indicate disease or titer or vaccine.
- **Disease was contracted.** (Requires clinical confirmation)

- Varicella Titer (attach lab results)
- Immune: Yes ☐ | No ☐
- Vaccine Dose 1: / / | Dose 2: / / |

#### F Hepatitis B Vaccine Series:
- This vaccination series is **optional with student waiver for all programs EXCEPT for MLT and RC.**
- **Student must start the 3 dose process** (complete at least one dose)
- **OR:** Student declines vaccine (MLT & RC students may NOT decline)

<table>
<thead>
<tr>
<th>Dose 1 completed: / /</th>
<th>Dose 2 completed: / /</th>
<th>Dose 3 completed: / /</th>
</tr>
</thead>
</table>

#### G Flu vaccine:
- Optional at some clinic sites

<table>
<thead>
<tr>
<th>Date of vaccine if performed: / /</th>
</tr>
</thead>
</table>
Heartland Community College
Physical Therapy Assistant Program

**Brief - Learning Style Profile:**

I prefer to learn . . .

- [ ] under pressure with specific goals and deadlines.
- [ ] under limited pressure with general goals and flexible deadlines.
- [ ] in a completely relaxed manner that allows me to try things as I go.

When involved in a social situation, I am generally . . .

- [ ] reserved.
- [ ] outgoing.

When learning something new, I most typically prefer . . .

- [ ] to find out the rationale first, understand the whole process & theory, and then start to work on specifics/hands-on.
- [ ] to get right into the practical aspects/hands-on at the beginning and wait to learn theory after getting my feet wet.

I need feedback on how I am doing . . .

- [ ] often, in the beginning and then infrequently after that.
- [ ] fairly frequently until I have made substantial progress, then less frequently.
- [ ] frequently, even after I seem to have mastered the skill.

I like to . . .

- [ ] be told exactly how tasks are expected to be done and what my CI/facility’s expectations are.
- [ ] be given choices of how I could do the tasks that are expected of me.
I like constructive criticism/critiquing...

☐ immediately (but not in front of a patient), whenever my CI sees me performing &/or behaving inappropriately/erroneously, so that I am aware and can make corrections immediately.

☐ at lunch and at the end of the day, so that I can make corrections, throughout the day.

☐ at the end of each day, so that I can make corrections for the following day.
Heartland Community College
Physical Therapy Assistant Program
Student PTA Strengths & Weaknesses

STUDENT: _____

What are your strengths entering this clinical experience?

What are your greatest areas for improvement entering this clinical experience (review the CPI from CE I and results of survey)? _____

What are your expectations / GOALs entering this clinical experience? _____

Please include what strategies help you learn best and any information you feel would benefit your clinical instructor.

**Contact info:**

Address

Phone: Cell Phone: Email:

Emergency contact name/number:
Heartland Community College
Physical Therapy Assistant Program

WEEKLY GOALS / OBJECTIVES REVIEW SHEET

Student Name: _____________________________ Date: _____________________________

Clinical Site Weekly Goals/Objectives Week # _____

(To be completed by student and CI weekly; student to return to ACCE with weekly timesheet)

1. Student objectives for this week:

2. CI objectives for this week:

3. Overall impression/summary of week:

Previous weeks’ objectives:

☐ Met ☐ Partially Met ☐ To be continued

For the CI:
Student is progressing for successful completion of clinical.
☐ YES  ☐ NO

*If not, please contact ACCE asap at _____________ or email____________________

Student Signature: _____________________________ Date: _______________

CI Signature: _____________________________ Date: ________________