

UA Cossatot

Physical Therapist Assistant Program

Clinical Education Handbook

2018/2019

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Accreditation Status

Candidate for Accreditation: Effective May 2, 2018, UA Cossatot has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 870-584-1497 or email jsanderson@cccua.edu.

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

The Physical Therapist Assistant Program Director is responsible for maintaining compliance with accreditation policies and procedures. (Standard 3H)

Contingency Plan

Should the Physical Therapist Assistant Program at UAC fail to receive accreditation, our institution will work diligently with students on a student-by-student basis. The Program Director will meet with each student and discuss options that best fit the student's situation. We will first inform all students that UA Cossatot (UAC) will file an appeal for reconsideration of the CAPTE adverse decision. Next, we will work closely with the program at South Arkansas Community College in El Dorado (106 miles) to filter students to their program, if possible. The Program Director will also discuss the options of transferring to another institution, changing degree plans to OTA within the same institution, or graduating with a Certificate in Health Professions or Associate in General Studies.

Institutional Context

UA Cossatot was founded and opened in 1975 as Cossatot Vocational-Technical School with approximately 75 students. Cossatot Technical College on May 1, 1998 received accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In July 2001, Cossatot Technical College became known as Cossatot Community College of the University of Arkansas (UA Cossatot or UAC). UAC is home to over 1500 students each fall and spring semester. It is a public two-year college located in Southwest Arkansas with three campuses located in Sevier, Howard, and Little River counties. The college is accredited or approved by the Higher Learning Commission of the North Central Association of Colleges and Schools, Association of Collegiate Business Schools and Programs, Arkansas Association of Students Financial Aid Administration, Arkansas Department of Workforce Education, Arkansas State Board of Nursing, Arkansas State Department of Education, Arkansas Department of Health (Cosmetology), National Automotive Technician Education Foundation (NATEF), State Approving Agency for Veteran's Training, National Career Center for Educational Research (NCCER), and U.S. Department of Education.

UAC offers a variety of associate degree programs as well as numerous certificate programs. Students have the choice of four different Associate Degrees, with two different Associate of Arts degrees, Associate of Science, or Associate of General Studies. UAC also offers 11 different Associate of Applied Science Degrees, ranging from Automotive Technology, three different Business degrees, Culinary Arts, two different Criminal Justice degrees, Early Childhood Education, General Technology, Medical Assistant, and an RN Nursing Transition Program. Students can also choose from a range of 12 different technical programs. These include: Agriculture, Secretarial/Word Processing, Computerized Accounting, Catering, Collision Repair Technology, Cosmetology, Health Professions, Practical Nursing, Residential Construction Technology, Criminal Justice, Radio/Television Broadcasting, and Welding Technology.

UA Cossatot Mission Statement

UA Cossatot, an institution of higher education, is a public two-year college located in Southwest Arkansas and is dedicated to serving students who wish to achieve academic, personal, or career goals. The College seeks to encourage in each student to values essential for effective citizenship; the desire for lifelong learning; the techniques for applying knowledge and skills to personal, career, and community life challenges; and an understanding that all individuals have worth and potential. To achieve these purposes, the College strives at all times to accomplish its mission:

“UA Cossatot embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.”

Non-Discrimination

UA Cossatot and the program is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment and sexual misconduct are strictly prohibited. (College Policy 206)

Program Summary

Students are advised that the Physical Therapist Assistant Program is strenuous in nature. Students are therefore not allowed to take additional course work that is not directly related to their degree plan while in the program. The PTA Program is intense and requires approximately 30-40 hours per week of meeting time; this does not include prep or study time. The hours ascribed to each semester while in the program are considered by the program to be full time. Therefore, it is not recommended that students attempt to maintain concurrent full-time employment. Students admitted to the Physical Therapist Assistant Program will enter during the fall semester. The courses taken during the fall include Introduction to PTA, Pathophysiology, Movement Science, Basic Patient Care Skills, Therapeutic Agents, and Administration & Management. Upon successful completion of these courses, students will move into the spring semester. The spring semester is unlike a traditional 16-week semester. In a block schedule, students will first finish the following ten week courses: Therapeutic Exercise, Data Collection, and Rehabilitation Techniques. Upon successful completion of these courses, students will enter into their first clinical rotation: Practicum I. This clinical rotation will be four weeks and is a means to provide the student with basic experiences in a physical therapy setting. Once students have successfully completed Practicum I, students will move into an intense five-week Neurorehabilitation course. Upon successful completion of this course, students will move into the summer semester. In the summer, students will enroll in two five-week clinical education rotations, Clinical Practicums II and III, and PTA Seminar, which is aimed at professional development.

Program Philosophy

The PTA Program is dedicated to preparing highly competent entry-level physical therapist assistant practitioners through quality classroom, laboratory, and clinical education experiences utilizing regional facilities and clinical instructors. The program faculty understands the importance of providing didactic experiences that encompass the learning styles of all students. The program faculty will promote quality treatment standards including a commitment to evidence-based contemporary practice, professional behaviors, continuing education, and compassionate care.

The program acts to fulfill the College mission by providing quality relevant industry training to improve the lives of those in our region.

Program Mission Statement

The mission of the Physical Therapist Assistant Program at UA Cossatot is to prepare highly competent entry-level physical therapist assistant practitioners who can serve to improve the quality of life of a diverse community with an unwavering commitment to evidence based contemporary practice, professional and ethical behavior, and compassionate care as evidenced by life-long learning through continued education.

Program Faculty

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Program Goals

Goal 1. Graduates will be clinically competent and able to serve the college region by working as entry-level physical therapist assistants under the direction and supervision of a physical therapist.

Goal 2. Graduates will demonstrate effective oral, written, and nonverbal communication skills in a culturally competent manner with patients, caregivers and other health care providers.

Goal 3. Graduates will exhibit effective critical thinking and problem solving skills in the clinical environment.

Goal 4. The Program will provide a positive learning environment, as per End of Course Survey questions, and a curriculum consistent with contemporary physical therapy practice.

Goal 5. Program faculty will model ongoing personal and professional development through life-long learning opportunities and membership in professional organizations.

Program and College Policies & Procedures

The program abides by UA Cossatot and the Division of Medical Education policies and procedures. Students are expected to have a working knowledge of the UAC PTA Program Student Handbook and Clinical Education Handbook. A student that has been granted entrance to the PTA Program agrees that they acknowledge and will comply with the policies and procedures set forth by both the institution and the program. Program handbooks are reviewed and revised annually by program faculty. Input on revisions will be accepted from program students, college administration, program advisory council, clinical education faculty, and college staff. To ensure compliance with institution policies, program handbooks are annually reviewed by the Vice Chancellor of Academic Affairs. Any revisions in program handbooks will be communicated to students and administration.

Advisory Council

The UA Cossatot Physical Therapist Assistant Advisory Council includes Physical Therapists, Physical Therapist Assistants, Physical Therapy Directors, Physical Therapy Owners, and UA Cossatot PTA Program faculty. The purpose of the council is to review and advise on curriculum, clinical experiences/opportunities, best practices, and recommendations for modification to best support the educational needs of our students with consideration for evidence based practice. The Academic Advisory Council was formed in December of 2016, prior to the matriculation of students, in efforts to best plan for the arrival of students in a new program.

Curriculum Development

The collective core faculty of the UAC Physical Therapist Assistant Program have primary responsibility for the development, review, and revision of the curriculum plan. The faculty use the counsel of the Advisory Council to ensure contemporary practices are included throughout the curriculum. Upon recommendations from the council, the core faculty may modify curriculum and submit to council for review.

Clinical Instructor Expectations

The program expects clinical instructors to provide a positive learning environment, appropriately supervise students, provide constructive feedback, be clinically competent, and be effective role models. The program insists that clinical instructors are licensed physical therapists or licensed physical therapist assistants, with a minimum of one-year of full time, or equivalent, post-licensure clinical experience. The program will notify clinical instructors and/or clinical education sites of these expectations at the time clinical settings are being considered and will further remind the clinical instructors by email or mail prior to student placement.

The Director of Clinical Education (DCE) will be responsible for ensuring the credentials, qualifications, clinical competence, of all clinical instructors. The clinical instructor will be expected to complete clinical education paperwork and documents timely, which are reviewed by the DCE to ensure appropriateness of supervision, licensure, and years of practice. There will be forms that must be completed and returned by facsimile or email to the DCE on the first day of the clinical rotation. These forms will be provided by the student on the first day of clinical education experiences.

Clinical instructors will be evaluated by students and the DCE through several methods. After each practicum, students will complete the SECEE which addresses the attributes and engagement of the clinical instructor. The program will also focus on how the clinical instructor helps the student toward skill mastery. In addition to the student feedback, the DCE will perform site visits and will maintain contact with the student and the clinical instructor through phone calls, face-to-face meetings, Blackboard Collaborate, and emails. The DCE will determine that the PTA MACS

has been completed correctly via meetings and digital submission of skills, progress reports, and master list.

The PTA MACS will be utilized to assess the student performance, as it is regionally the most used tool. In the event a CI is unfamiliar with the MACS, training will be provided by the program faculty prior to the clinical practicum.

Clinical Instructor Resources

The program maintains clinical instructor resources including, but not limited to, Clinical Education Handbook, Clinical Practicum Syllabi, Program Student Handbook, and helpful information at www.cccua.edu/pta.

Clinical Education Practicums

The program strives to provide exemplary clinical education site learning experiences. Clinical education placements occur in settings that will expose students to patients and clients across the life span, representing a variety of conditions and situations that are typical for a physical therapy practitioner to work. The DCE will ensure that each student performs at least one inpatient clinical education experience and one outpatient clinical education experience, prior to graduation. Students will be required to attend clinical education sites that may require travel. A practicum may, at the student's request, be scheduled in other parts of the country. Upon appropriate program progression, students will be placed in the clinical education component of the program. The first clinical education practicum is integrated in to the didactic coursework in the spring semester. The remaining two clinical education practicums are in the summer semester, after the completion of all didactic coursework.

Clinical Education Site Selection

The DCE will provide students with a list of available clinical sites and students are asked to prioritize up to three sites for each rotation. Considerations are made for student priority requests

and attempts are made to accommodate each student as possible. Students are not permitted to contact sites directly to request a placement; doing so will result in an automatic disqualification for that site and may lead to disciplinary actions due to lack of professionalism. Clinical education site placements are assigned by the DCE and are final.

Clinical Education Special Needs Consideration

Appeals for special consideration in clinical education placement are based on demonstrated need for mitigating circumstances or students with disabilities, who have identified themselves to the disabilities coordinator. Appeals found to be made on false claims will be overturned and denied, and students will be removed from the program for this highly unethical behavior.

Students with disabilities are encouraged to voluntarily disclose their needs for clinical education accommodations with the disabilities coordinator well in advance of clinical site placement. Following this, students must voluntarily disclose their need for accommodations with the DCE prior to selection of clinical education sites in order for reasonable accommodations to be met. Then, through collaboration with the DCE, disabilities coordinator, and the student, an accommodation plan may be developed. As with classroom expectations, clinical outcome expectations will be the same for all students regardless of abilities/disabilities. However, strategies to achieve entry-level competency may differ based on individual need. Once an eligible student has disclosed the need for accommodation and/or accessibility to the DCE, and has signed a release of information, the clinical instructor may then be contacted to discuss strategies to be implemented at the clinical site.

Clinical Education Placement Cancellation

A clinical education site may cancel a confirmed placement, unexpectedly prior to the beginning of the clinical education practicum. This may happen for a variety of reasons, including but not limited to, staffing issues/changes, inadequate supervision, poor learning environment and/or facility closure or merger. In the event a clinical education placement cancellation should occur, the DCE will contact and schedule a meeting with involved student(s) to discuss replacement options and reschedule the clinical education experience.

Clinical Education Site Conflict of Interest

Students will not be placed at a clinical site where a family member may be in a supervisory capacity. A student will not be assigned to a clinical education site where he or she is currently employed, has previously been employed, or is currently negotiating to be employed.

Clinical Education Placement Appeals Process

Extenuating circumstances could precipitate the need to review a student's placement. Mitigating circumstances are those that are beyond the student's control, such as a serious illness or injury to the student, the death or serious illness of an immediate family member, and/or other special circumstances that could not have been foreseen.

In order for a review of the clinical education placement to occur, the student must file a written appeal requesting a change in clinical education placement. The appeal should be addressed and delivered to the DCE, stating clear and concise reasons for the request. Appeals will not be considered unless there are, in fact, mitigating circumstances. Please be advised that any change in clinical education placement is not guaranteed. Additionally, a change in clinical education placement may delay the clinical education start date and ultimately graduation, if timelines and requirements are not met. Students have seven calendar days, from the date of notification of clinical site placement or onset of special circumstance, to submit a letter of appeal to the Director of Clinical Education. Appeal decisions are subject to the availability of clinical sites and accreditation standards. Student will be provided with an appeal decision within fourteen calendar days of submission.

If, after a review of documentation, a change is granted, the DCE and student will meet to discuss clinical education site placement options. The DCE will assign the student to a new site and notify all involved persons.

*If an appeal is granted but facilities are unable to accommodate the student, the student may be delayed from graduating with their cohort.

Clinical Education Paperwork

Students must submit all required clinical education paperwork to the Director of Clinical Education in order to progress in the program. Without the necessary paperwork, the DCE will be

unable to verify completion of required skills, therefore, the student will not be able to demonstrate successful course completion.

Clinical Education Completion

Students must complete all clinical hours and all clinical education rotation regardless of being graded as “Entry-level” or “Excellent” in earlier clinical practicums.

Confidentiality

The program maintains student privacy and confidentiality as required by federal regulations. Clinical instructors must also maintain student confidentiality; student skills, patient interactions, progress, or lack of progress may not be discussed with others except for the student, CCCE, Director of Clinical Education and/or Program Director. It is the responsibility of the CCCE and the clinical instructor to ensure that any information that the College provides to the clinical site shall be treated according to the following guidelines. The clinical agency must also comply with student privacy and confidentiality in the sharing of information to any individuals not directly involved in the educational learning experience.

Students must also maintain confidentiality of patients during all clinical education experiences. All patient/client information is completely confidential. Any breach of patient/client confidentiality will result in immediate dismissal from the program and may be punishable in a court of law. During the first semester of the program, students are instructed in Health Insurance Portability and Accountability Act (HIPAA) whereas they will learn the proper use and handling of confidential patient information. HIPAA guidelines are clear and must be strictly followed. Students must not discuss patient/client information with anyone except clinical instructor and only those directly involved in the patient/client’s care. Students may only access information pertaining to patient/client’s assigned to them, while in the clinical setting and/or when accessing electronic simulated charting.

Student Records

The program complies with the same legal guidelines as the college in governing the release of student educational records. The program maintains files that include student information, consent forms, waivers of liability, contracts, correspondence, and/or academic and clinical education progress. These files are maintained for all students and are stored in locked file cabinets or password protected electronic storage devices. The contents of these files may be released only to program faculty, the Division Chair of Medical Education, and/or the Vice Chancellor of Academic Affairs. A student may have access to their own file, under faculty supervision. Student files will be maintained while the student is in the program and for five years thereafter. The files will be destroyed after five years and the only record maintained will be the official transcript.

Informed Consent

Students are educated throughout program of the patient's right to refuse participation in any component of clinical education. Informed consent must be provided with all patient interactions. Each clinical education site should maintain policies on the use of human subjects for educational purposes. A facility representative should review all policies with students at the clinical education site. Students and their clinical instructors are expected to identify the student appropriately prior to initiating patient care and obtain consent from the patient. Patients will never be penalized for refusing student care.

Infection Control

Program students are advised that they must follow universal precautions and guidelines regarding blood borne pathogens. Because many viruses and bacteria are transmitted via body fluids, students must wash their hands before and after each patient. All body fluids shall be considered potentially infectious materials and universal precautions shall be used. Students should wear gloves any time the student is in contact with body fluids or likely to get soiled. Disposable gloves such as surgical or examination gloves shall be replaced as soon as feasible when they are contaminated, torn, punctured, or their ability to function as a barrier is compromised. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances. Masks, in combination with eye protection devices such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter, or

droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. Specimens of blood or other potentially infectious materials shall be placed in a container which prevents leakage during collection, handling, processing, transport, or shipping. All personal protective equipment shall be removed prior to leaving the work area, and shall be placed in the appropriate designated area or labeled container for storage, washing, decontamination or disposal.

In case of an exposure, the student will immediately report to the clinical instructor any incident of exposure. The student and clinical instructor are responsible for notifying the DCE and the facility infection control coordinator. Specific recommendations will be made, by infection control, according to the type of exposure and infectious agent involved. A record of the incident will be maintained with the student files.

Potential Health Risks

It is communicated that students must understand that they may encounter potential health risks due to the nature of the healthcare field. The risk for exposure to infections, viruses, and diseases is possible in the classroom, laboratory, and clinical rotation. Students are instructed in the use of standard precautions and handwashing as their first line of defense. It is possible that students will be exposed to infected blood borne pathogens, bodily fluids, needle sticks, and/or inhalation of microorganisms. Students are educated about their individual responsibility to maintain safe practices.

Hazardous Materials

The storage of hazardous materials must be consistent with OSHA requirements. Standard OSHA workplace inspections should occur in clinical education facilities. MSDS manuals should be identified to students during clinical education facility orientation.

Health Insurance

The college does not provide student health services on any of the campuses. Student health insurance is not required by the program but is highly recommended. Health insurance will not be

provided by UAC. Students will be responsible for the selection and premiums of their own health insurance policy, if they so choose.

Immunization

Program students are required to have MMR vaccination and a TB skin test prior to admission to the program. Proof of an annual flu shot is required by November of each year. Hepatitis B vaccination series is required for admission to the program. In order to comply, the student must have the first injection of the series completed prior to admission. Depending upon TB skin test, an additional test may be required in order to maintain current TB skin test prior to any clinical rotation. Additional vaccines and/or tests may be required per clinical facility guidelines of which all expenses will be covered by the student. It is the student's responsibility to keep up with all required immunizations deemed necessary by state, college, and clinical facility requirements. Any immunizations not maintained by the required deadline will result in the student not being allowed to attend the clinical setting and may result in removal from the program.

Accident and Illness

Accidents occurring during theory, clinical, labs, conferences, or other scheduled activities must be reported immediately to the instructor and/or coordinator. In the event a student requires medical attention, the student will be responsible for all charges incurred. If the student is ill and unable to attend class, it is the student's responsibility to notify the instructor and will be held to the absence policy of the program.

UA Cossatot also provides a \$10,000 student accident policy. In the event of an accident during a college-sponsored activity, students will be covered up to \$10,000 according to the provisions of the policy. Please note this is a secondary policy and any insurance coverage a student has in place

will be considered the primary insurance. UAC files claims on behalf of the student but cannot guarantee payment or claims will be approved. For further information, please contact the Human Resources office at 870-584-1104. All students are encouraged to carry medical and or accidental insurance but it is not required.

Emergency Procedures

In the event of an emergency on campus, students are advised to report the emergency to a faculty member or college staff. If another student is present, send the other student to make the appropriate notification. If appropriate, call for medical assistance, assess vital signs, and begin CPR if appropriate. A first aid kit is located at the Ashdown campus front desk while an automated external defibrillator (AED) is across from the front desk. In an off-campus emergency, the clinical instructor will assist the student to emergency services, when in a hospital setting, or notify 911 for all other facilities. Students will be responsible for any charges incurred for emergency care and treatment. Emergency information and evacuation routes are posted in each room.

Personal Property

Students are advised to secure their valuables at all times. The college, program, and clinical education facilities do not accept responsibility for damage or loss of personal property.

Professional Liability Insurance

Professional liability insurance is provided by the college and is included in the student tuition and fees. Program students are covered with \$1,000,000 per occurrence and \$3,000,000 aggregate.

Minimum Skills List

In a variety of settings, the student will demonstrate mastery, Entry-Level or better, (√ or +) in the PTA MACS evaluation tool of the skills Section I – Section IV outlined below:

Section I: Professional Behaviors (1-11 must be assessed each rotation)

1. Commitment to Learning
2. Interpersonal Skills
3. Communication Skills: Oral and Written
4. Effective Use of Time and Resources
5. Use of Constructive Feedback
6. Problem Solving
7. Professionalism
8. Responsibility
9. Critical Thinking
10. Stress Management
11. Safety
12. Healthcare Provider Education

Section II: Data Collection

13. Patient History and Chart Review
14. Tests and Measures
 - 14.1 Anthropometric Measurements for Edema
 - 14.2 Other Anthropometric Measures

- 14.3 Arousal/Mentation/Cognition
- 14.4 Assistive/Adaptive Devices
- 14.5 Gait, Locomotion and Balance
- 14.6 Integumentary Integrity
- 14.7 Joint Integrity and Mobility
- 14.8 Muscle Performance (must include 4 areas of the body)
- 14.9 Neuromotor Function
- 14.10 Range of Motion (must include 4 areas of the body)
- 14.11 Self-care/Home Management
- 14.12 Sensation/Pain Response
- 14.13 Ventilation, Respiration and Circulation

Section III: Interventions

15. Plan of Care

- 15.1 Implementation of POC
- 15.2 Modification within POC
- 15.3 Patient Related Instruction
- 15.4 Discharge Planning

16. Therapeutic Exercise

- 16.1 Aerobic Conditioning (must complete 2 to obtain skill)
- 16.2 Balance Activities (must complete 2 to obtain skill)
- 16.3 Coordination Activities
- 16.4 Breathing Exercises (must complete 2 to obtain skill)
- 16.5 Inhibition/Facilitation
- 16.6 Relaxation
- 16.7 Manual Strengthening
- 16.8 Mechanical Strengthening (must complete 4 to obtain skill)
- 16.9 Motor Development Training
- 16.10 Posture Awareness
- 16.11 Range of Motion (must complete 2 to obtain skill)
- 16.12 Stretching (must complete 2 to obtain skill)

17. Functional Testing

17.1 Adaptive Devices

17.2 Bed Mobility (must complete min, mod, & max to obtain skill)

17.3 Body Mechanics

17.4 Gait (must complete 3 to obtain skill)

17.5 Tilt table

17.6 Transfers (must complete min, mod, & max to obtain skill)

17.7 Wheelchair mobility

18. Therapeutic Massage

19. Manual Therapy

20. Wound Management

21. Physical Agents

21.3 Cryotherapy

21.4 Electrotherapeutic Modalities (must complete 3 to obtain skill)

21.5 Hydrotherapy

21.6 Compression Therapies

21.7 Superficial Thermal

21.8 Deep Thermal (must complete Ultrasound to obtain skill)

21.9 Traction

Section IV: Site Specific Skills

Students are required to select one site specific skill *each rotation*

***The American Physical Therapy Association has established a document to identify the minimum skills required of physical therapist assistant graduates at entry level. This document can be viewed at https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf

Remediation

The program curriculum is cumulative in nature and clinical skills are dependent upon successful completion of the didactic portion of the program. It is imperative that students demonstrate knowledge and competency in all required skills prior to being placed in a clinical setting. This is necessary to ensure the safety of the students, patients, family members, and healthcare workers alike. Students are required to maintain an average of 76% or above on all written exams and overall course average as well as demonstrate competencies during skill checks and lab practicals. This will ensure students are safe to progress to clinical education affiliations. Specific course instructors will be responsible for identifying the goals and objectives of the remediation plan the timelines for implementation and completion of the plan.

Clinical Education Practicum Remediation

Students will have scheduled midterm clinical site visits with the DCE and clinical instructor, where the student progress, or lack thereof, will be discussed. Documentation of the clinical site visit will be made available for student review and will be maintained in student records. Students are encouraged to communicate any concerns regarding clinical education placements, clinical instructors, and/or passing/failing with the DCE at any point in a clinical education practicum. At midterm, if it is felt that that student is on track to fail the practicum, the DCE will meet with the student and clinical instructor to discuss and prepare a plan for remediation. The DCE, with input from the clinical instructor and student, will determine the level of remediation needed. Remediation may require skills practice in the lab, prior to continuing in the clinical education component of the program, or other form of review/practice, as indicated. All remediation strategies and clinical education hours must be completed in order to pass the clinical practicum. One remediation opportunity will be made available each clinical practicum. The DCE will be

responsible for identifying the goals and objectives of the remediation plan the timelines for implementation and completion of the plan.

At the end of a clinical practicum, if an unforeseen student failure occurs, every effort will be made for a remediation opportunity as stated above. Since the program cannot guarantee placement, outside of the established dates of the clinical practicum, remediation may not be possible and the student may not graduate on time. All remediation and clinical education hours must be completed in order to graduate from the program.

In the event that the CI and/or the DCE feel, that despite remediation efforts, the student continues to lack the skill to safely move on in the clinical component of the program, the student may be dismissed from the program.

If at any time, the clinical instructor or DCE feel that the student demonstrates lack of professionalism, ethics, privacy, or if the student has engaged in inappropriate sexual contact with a patient, the student will not be eligible for remediation and will be immediately removed from the program.

In the event that a student is placed in a clinical setting where there is a conflict of interest or the student is placed in an unsafe, unethical, or unprofessional environment, the student will be removed from said facility and every effort will be put forth to place the student at a new clinical site. This will not be considered remediation and will be documented as an incident report.

At any time, the DCE, at their discretion, may request a review by any or all of the following: Program Director, Medical Education Division Chair, Vice Chancellor of Academic Affairs, and Chancellor. This review may be performed with student remediation, incidents, or change of clinical sites as deemed necessary.

In the event that a clinical site refuses a student based on prescreening or professional/ethical behaviors, the program cannot guarantee placement at another site and the student may be removed from the program.

Student Retention

Program faculty have the desire to see all program students succeed. Once a student is admitted into the program, the Program Director and program faculty work in collaboration with the student to ensure the student is making academic progress. Students have routine access to grades through Blackboard. Grades are posted regularly and in a timely manner to allow students to monitor academic standing. Additionally, students are assigned a program faculty member as an advisor, who will meet with them at least once a semester to discuss all aspects of the program including but not limited to questions, concerns, clinical education, progression through courses, progression through program, current grades and GPA. Students are may request additional advisor meetings as deemed necessary. It is the student's responsibility to ensure that difficulties are conveyed to the program staff when they occur. Students who are not progressing as expected will have an action plan established for remediation. This plan discusses the program outcomes, solutions/goals, rationales, and a timeline for the action plan. Academic and Disability Support Services are available to students as needed.

While completing Clinical Practicums I, II, and III, a program faculty will meet with students, at least once, per practicum, to ensure progression through clinical education rotations and to provide support as needed. This meeting can be completed via, Skype, face time, blackboard collaborate or other meeting forum and can be completed when necessary by phone and in person.

Professional Behaviors

Professional behaviors by students are expected at all times. Students must follow professional standards set forth by the program and in line with the APTA Standards of Ethical Conduct for the Physical Therapist Assistant when in the classroom, laboratory, clinical education settings, and any other program activities. Professional behaviors will be assessed throughout the program including the clinical education component utilizing the PTA MACS. The expected levels of Professional Behavior are outlined below.

By the end of Practicum I, students are expected to achieve, at minimum, as “Needs Experience” rating in 100% of the professional behaviors (1-11) as outlined in the PTA MACS.

By the end of Practicum II, students are expected to achieve, at minimum, as “Entry Level” rating in 100% of the professional behaviors (1-11) as outlined in the PTA MACS

By the end of Practicum III, students expected maintain the minimum rating of “Entry Level” rating in 100% of the professional behaviors (1-11) as outlined in the PTA MACS

Please refer to Section I Professional Behaviors in the PTA MACS for identified behaviors.

Professional Appearance

Students are advised that their behavior, professionalism, and appearance are representative of themselves, UA Cossatot, and the profession of physical therapy. Students are instructed to arrive to clinical rotations clean and neat. Students are further advised that clinical education facilities policies regarding dress that entail further restrictions. Concerns for student appearance should be communicated to the DCE. The following are minimum expectations of a UAC student physical therapist assistant, expected at all times:

Hair – Students must have natural hair color that should be cleaned and pulled back. Extreme looks such as multiple colors, extremes in bleaching, dyeing, or tinting are not appropriate. Hats may not be worn. Beards and/or moustaches must be clean and trimmed. Eyebrows should appear natural.

Makeup – If worn, makeup is to be conservative and not distract from attire, uniform, or work environment, and must reflect a professional image.

Nails – Need to be smooth, of a minimal length, and clean. Artificial nails are an infection control risk and are not to be worn due to the hands on care provided by students in classroom, lab, service, and community settings.

Scent - Aftershave, cologne, and perfume should be applied sparingly, as patient's sensitivity to scents/odors must be considered at all times. Students should shower daily, apply deodorant, and be free of foul body odor.

Hygiene – Daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene including bathing and dental care. Students' breath and clothing/lab coats must not smell of smoke.

Jewelry – No visible face or mouth jewelry/piercings other than small earrings located in the ears. Modest rings on the fingers are acceptable.

Clothing – Students will maintain an appropriate presentation during on and off campus events, including appearance, dress, hygiene, makeup, jewelry, and scent. (Neat, clean, wrinkle free clothing, lab clothing, scrubs, or other specified attire is required.)

Student Etiquette

Student behavior, professionalism, and appearance are representative of themselves, UA Cossatot, the program, the instructors, and the physical therapy profession. While enrolled in the program, professional behaviors are expected in all settings, directly or indirectly related to the program.

Students are advised that discussion should remain professional; arguing and disruptive/unprofessional behavior will not be tolerated.

Sleeping will not be tolerated during classroom, laboratory, clinical education, or program activities. If the student is unable to stay awake, the student will be asked to leave for the day and time will be subtracted from the student's program attendance log.

It is the responsibility of the student to secure and pay for any lodging required in order to complete clinical education practicums. Breaks and lunches will vary due to course content, college programs, and clinical education scheduling. Students are expected to follow the directions and/or scheduling of the clinical education facility for lunch breaks. Family members (children, spouses, and significant others) are not allowed at any clinical site while the student is "on duty". Family members should not enter any setting unannounced.

All communications with DCE should occur from the student's college email account to the instructor's college email account in order to provide evidence of documented communication and timeframe. Students are expected to monitor college email account and Blackboard during the semester and weekly during the semester breaks for administrative announcements. Failure to respond appropriately to time sensitive requests, made by faculty, will result in disciplinary action.

Student Ethics

Students enrolled into the program are expected to behave in a way that reflects high ethical standards. The program expects students to adhere to the basic guidelines regarding ethical behavior in the classroom as defined in the UA Cossatot academic catalog. Students in the PTA Program are expected to comply with all policies, procedures, codes of conduct established in this manual, as well as any additional requirements included in program course syllabi. In addition, students are expected to follow policies and procedures specific to clinical education facilities.

Students will also be expected to follow program expectations for ethical behaviors as outlined below.

Students must demonstrate respect to instructors, guests, staff, and peers. Students may not insult, slur, raise their voice to or degrade instructors, other college employees, other health professionals or peers. This expectation does not infringe upon a student's right to raise questions and request clarification but does define parameters in which the question or clarification is brought forth.

Students will honor commitments to clinical educators/instructors by being on time for clinical education experiences. This includes timely notification in advance, when unable to keep a commitment. When a student is tardy or absent, the student will follow the appropriate procedures outlined in this handbook. All students will comply with safety procedures when working with peers, patients, and equipment whether in class, laboratory, clinical education site or elsewhere. Under no circumstance shall a student endanger the safety and welfare of patients, other students, faculty and/or staff.

Program students will respect the property and rights of the program and other medical education faculty and staff, all medical education students, clinical education facility staff, and patients. Students will not remove or borrow property without permission and will not damage or misuse property. Students will respect the resources of furniture, fixtures, textbooks, computers, instructional technology, supplies, library books, and journals. Students will not mutilate, deface, damage or withhold resources for their own use. Students are not allowed to smoke, including e-cigarettes, or use smokeless tobacco on UA Cossatot campuses, clinical education campuses, or where program activities are held.

Students are expected to be aware of and comply with these standard of ethics. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction. Students who are dismissed from the PTA Program, due to ethics violations, will not be allowed to re-apply to the program.

Furthermore, students will be expected to comply with the American Physical Therapy Association “Standards of Ethical Conduct for the Physical Therapist Assistant” while practicing as a student physical therapist assistant as well as in professional practice. This document may be viewed at <http://www.ptot.texas.gov/idl/6AE93EF1-F21C-EDE1-9C69-5DB686260B5E>.

Attendance

Students are expected to provide advanced notice for cases of tardiness or absences. Students may not miss more than a total of 40 hours during the program and will be administratively withdrawn, from the program, after 40 hours of absence.

Students will be considered tardy if arriving after the assigned time. If tardy, one hour will be deducted from the total number of hours allowed; no exceptions will be made. Any time missed following the first hour will be deducted on half hour increments. Students leaving early will be deducted on the half hour. Time will be kept according to the facility clock. Students who are tardy or leave early shall report to the clinical instructor and DCE before or after the scheduled meeting time to complete necessary documentation.

While students may miss up to 40 hours while in the program, of those 40 hours only 8 hours may be missed at clinical education sites. In the event of an emergency, students are required to contact the DCE and clinical instructor *prior* to the beginning of clinical education start time. Documentation relating to the emergency will be required to be submitted to the DCE within 3 days of the absence. The student will be required to make up any clinical hours missed prior to the scheduled end of that clinical education rotation. Upon immediate return, the student must meet with the clinical instructor to identify make-up clinical education time(s) and notify the DCE in writing. Even though clinical hours will be made up, the missed clinical hours will be recorded on and deducted from the total hours on the program attendance log. Students who do not report for class/clinical without proper notification are subject to discipline due to unprofessional behaviors. Clinical makeup hours will be scheduled at the clinical instructor's convenience and may include evenings or weekends. All clinical hours must be made up before the end of each semester. Makeup clinical hours are not credited back to the student's overall hours allowed.

Students are required to provide their own transportation to any agency or institution included in curriculum requirements. This includes but is not limited to all community service/education, clinical rotations, workshops, and conferences.

Due to the nature of the program, holidays and vacations observed by UA Cossatot may not coincide with the course schedule of the program. Specifics will be discussed and outlined in detail

but may change at the discretion of the program director as necessary to accommodate the course materials.

Notification of Absence or Tardy

While at a clinical education rotation, students must notify the DCE and the clinical education site of the absence/tardy at least one hour before the scheduled time of arrival. Notification of absence or tardy must be provided by phone to the clinical site and by email to DCE, using college accounts. Failure to do so will result in incident report and may result in disciplinary action. In the case of an emergency, notification should be made as soon as possible. Documentation of the emergency will be required. Students are to make notifications for themselves. Family members or friends may not call in for the student, unless the student cannot call in for himself or herself (i.e., accident, hospitalized, etc.).

In the event of inclement weather or other unexpected college or clinical site closure, students should follow the attendance policy and use good judgment about safe travel. Any absence or tardy times will be deducted from the absence hours allowed in the program regardless of reason. Unscheduled absence or tardy from clinical rotations must be made up and time will be deducted from the absence hours allowed in the program, despite time made up.

Safety

Safety is of utmost importance during the student's education experience. Guidelines are set forth as a tool to allow use of the facilities, equipment, and modalities for optimal learning opportunities. Students and instructors participating in clinical activities or laboratory experiences are required to observe standard precautions and safety guidelines, outlined by the U.S. Public Health Service, when handling or anticipation of handling body fluids or blood products.

In order to ensure the safety of individuals, students are instructed in safety measurements prior to provision of practice scenarios. Furthermore, students are instructed in indications, precautions, contraindications, and potential risks of said activity.

Students are expected to treat all equipment with care and as advised by manufacturer and/or instructors.

Substance Abuse

The program performs random drug screens for all students throughout the program of which the cost will be the responsibility of the students. UA Cossatot is committed to protecting the safety, health and welfare of its faculty, staff, and students and people who come into contact with its faculty, staff and students during scheduled learning experiences. The program and Division of Medical Education strictly prohibits the illicit use, possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs. In addition, any program student who tests positive for illegal or controlled substances will be immediately dismissed from the program. If a student is taking medications, especially a controlled substance, he/she must have a current prescription. Current means it must be dated within the past year. Even if a student has a current prescription, he/she cannot attend theory or clinical education impaired. Any student who is aware that another medical education student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to a faculty member. Any student who cannot produce a valid and current prescription for the drug will be administratively withdrawn from the program. All aspects of the policy are to be conducted in good faith with compassion, dignity and confidentiality. Students will be asked to voluntarily submit for screening. The Medical Education Division requires students to submit to drug testing for cause, at unannounced designated times throughout the program, random testing as required by the clinical agencies or the Division, and/or as part of a substance abuse recovery program. A student failing to submit to a screening will be dismissed from the program. The costs associated with drug testing will be the responsibility of the student. If the student wishes to challenge the decision of the medical program, due process procedures of the college will be followed. It is understood that clinical education facilities may require drug testing prior to student affiliations; students will be responsible for complying with requests and for the costs associated with testing.

Background Checks

UA Cossatot Medical Education Division has in place a policy for background checks stating that students applying for admission or re-admission to a medical program will be required to complete criminal background check(s). The rationale for criminal background checking is due diligence and competency assessment of students whose assignments bring them in contact with clients or employees. Most licensing entities require a criminal background check as a part of the licensure application process. Students with the following convictions within the last seven years will not be allowed to enter the program: felony convictions, misdemeanor convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.), and/or felony deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances.

The program enforces the Medical Education Policy with additional restrictions. Criminal background checks may be required during the program, prior to clinical education placements as indicated by clinical affiliation sites. Additionally, students with the following convictions, at any time, will not be allowed to enter the program:

- Misdemeanor convictions or felony deferred adjudications involving crimes against persons (physical or sexual abuse)
- Registered sex offenders

Although UA Cossatot has an open admission policy, students who apply to a medical program may be denied clinical opportunities based on their criminal background history. UA Cossatot reserves the right to stand by its criminal background procedure and does not have the obligation to find a student clinical space in the event the student is denied a clinical opportunity by the facility. Additionally, students who are arrested during the program for any of the above offenses, will be dismissed from the program. It is understood that clinical education facilities may require additional background checks prior to student affiliations; students will be responsible for complying with requests and for the costs associated with such.

Recording & Photography

The program does not allow audio or video recording of course instructors, by students, at any time. In the event a clinical instructor desires any type of recording, expressed and written consent must be obtained prior to doing so. A student will be subject to disciplinary actions if caught recording a clinical instructor without consent. Students may be assigned projects to capture still images, video recording, or audio recording of classmates for simulated patient scenarios, treatment interventions, and/or educational training material for educational purposes. Patient/client interactions may not be recorded without the expressed and written consent of the facility and patient. Images or video recording must not be posted on public or social media sites. Confidentiality must be maintained at all times.

Electronic Devices

All electronic devices that may disrupt must be turned off or silenced, not on vibrate, during off campus program related activities, including clinical education experiences. This may include but is not limited to cell phones, pagers, and/or music players of any kind. Students may check their electronic devices during breaks or between classes. In the event that cell phone use is requested by the clinical education facility, the student must obtain prior approval from the Director of Clinical Education prior to use. Tablets and laptop computers may be utilized by clinical education facilities, at the discretion and direction of the clinical instructor. Students must be certain that the use of tablets and laptops coincides with documentation and/or clinical instructor guidelines. Any student using tablets or laptops for other purposes during class/clinical education will be subject to disciplinary action. It is unacceptable for a student to take a photograph or screenshot of any patient information. This behavior is considered a breach of confidentiality and would result in dismissal from the program.

Social Networking

Due to the high standards placed on those in the medical profession, including programs of study, this policy applies to the UA Cossatot Medical Education Division regarding any written electronic communication published online regarding program related matters that students would not otherwise be privy to unless admitted to a medical education program. Confidentiality of students, faculty, staff, and clinical clients is to be maintained at all times. Client information or clinical situations should never be discussed on social networking sites. The use of/posting of unauthorized (where written permission has not been obtained from involved parties) pictures, logos, videos or UA Cossatot MED materials is strictly prohibited. Students shall not use online social networking to harass, threaten, or discriminate against other students, faculty, staff or any member of the public. Text, photos, emails, or videos that are demeaning, belittling or insulting to faculty, staff, students or are lewd, offensive, and/or unprofessional may not be used/posted. Personal information about students, faculty, staff, and clinical sites will not be shared on networking sites without written permission from all involved parties. Violation of any online social network policy will result in disciplinary action which may result in dismissal from the program.

CastleBranch

CastleBranch is a web-based document management system, which houses accounts for UAC students who are currently enrolled in a Medical Education Program. Students are able to upload and maintain documents such as vaccinations, UAC program policies, background checks, child abuse registry searches, and CPR certifications. Students have unlimited access to CastleBranch and are able to upload renewals and additional materials as needed. Students will be expected to provide any required documentation to clinical education sites per facility request. Students are notified by CastleBranch via email, of any overdue, rejected, or upcoming requirements. CastleBranch accounts are also monitored by a UAC support service faculty member who provides monthly alerts for upcoming expirations and deficiencies. In some situations, students may also be notified by program faculty of any documentation needed. All records maintained on the CastleBranch system must be kept current while in the program.

Waiver of Liability

Program students understand that participation in laboratory, classroom, and on and off-campus activities carries certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and may include, but are not limited to, minor injuries such as scratches, bruises, and sprains; major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and catastrophic injuries including paralysis or death. The college and the program will not be held responsible in the event of injury or death. Students participating in the program assume any risks involved.

Program Curriculum

Course Name	Credit Hours
Prerequisites	
Composition I	3
Developmental Psychology	3
College Algebra	3
Anatomy & Physiology I	4
Composition II	3
Medical Terminology	3
Anatomy and Physiology II	4
Micro-computer Applications	3
Success Strategies	3
	29
Fall (Enter into PTA Program)	
Introduction to PTA	2
Pathophysiology for the PTA	3
Movement Science	4
Basic Patient Care Skills	3
Therapeutic Agents	5
Administration & Management	2
	19
Spring	
Therapeutic Exercise	4
Data Collection	3
Rehab Techniques	3
Clinical Practicum I	4
Neurorehabilitation	5
	19
Summer	
Clinical Practicum II	4
Clinical Practicum III	4
PTA Seminar	2
	10

UA Cossatot faculty reserves the right to alter the curriculum, syllabi, tuition/fees, and/or admission policies whenever change is deemed necessary in order to suit the needs of the program.

Program Course Descriptions

PTA 1112 Introduction for Physical Therapist Assistants

This course introduces the student to the physical therapy profession including the history of physical therapy from WWI and polio epidemic to the present and the role of the physical therapist and physical therapist assistant. Other topics include the legal, ethical, professional and regulatory aspects of physical therapy practice.

PTA 2303 Pathophysiology for Physical Therapist Assistants

This course will study disease pathophysiology, etiology, clinical signs and symptoms of many diseases, disorders and injuries seen in physical therapy. All body symptoms will be examined with emphasis on the cardiopulmonary, musculoskeletal, neurological and integumentary system. Medical, surgical, and physical therapy management of these diseases, disorders and injuries will be presented. Medical literature research is required.

PTA 2314/L Movement Science

Kinesiology is the study of musculoskeletal anatomy, posture and movement of the human body and the analysis of movement based on anatomical and mechanical principles. An understanding of the muscular system with regard to origin, insertion, and action of muscles, serves as the basis by which to study planes, axes of movements, the range and quality of functional movements, the actions of levers within the human body, and how muscular contraction affects movements, posture, and gait. Emphasis is given to the application of these principles to the understanding of human movement and/or athletic performance.

PTA 2203/L Basic Patient Care Skills

This course introduces students to findings in the health record, basic patient care skills, body mechanics, and patient functional mobility. This course will further introduce the student to handwashing, personal protective equipment, and aseptic principles. Assistive devices will be introduced.

PTA 2205/L Therapeutic Agents

This course will guide students through biophysical agents including: indications, applications/techniques, precautions and contraindications. Students will gain understanding in the implementation of massage as a modality.

PTA 2322 Administration and Management for Physical Therapist Assistants

This course focuses on professional issues and behaviors related to clinical practice. It also addresses the administration and management of physical therapy practice and begins to prepare the student for a successful transition into the workforce.

PTA 2404/L Therapeutic Exercise

This course focuses on patient care interventions related to application of therapeutic exercise (extremity, spinal, osteoarthritis / rheumatoid arthritis, OB/GYN, pulmonary, cardiovascular, endurance), and range of motion exercises, stretching exercises, peripheral joint mobilization, resistive exercises, effective oral and written communication. Three hours lecture and one hour laboratory.

PTA 2403/L Data Collections

This course focuses on the aspects of collecting data for objective measurements. Professional communication especially interview skills and the clinical application of special tests, manual muscle testing, sensory testing, goniometric measurements and gait cycle.

PTA 2413/L Rehabilitation Techniques

Physical therapy interventions such as airway clearance, wound care/debridement, environmental assessments, wheelchair management, aquatics, amputation/stump care and prosthetics; oral and written communication techniques with patient/family, the health care team, and the supervising PT. Students must demonstrate competency in the use of selected therapeutic interventions.

PTA 2424 Clinical Practicum I

Four-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication.

PTA 2515/L Neurorehabilitation

This course focuses on the function of the nervous system, including the normal motor development motor control and motor learning through the lifespan. It also addresses the physical therapy management of neurological diseases/conditions. The home and community environmental barriers are addressed with those patients who have limitations in their functional status.

PTA 2524 Clinical Practicum II

A five-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication. Practicums II and III allow for further data collection and intervention skills including neurologic interventions.

PTA 2624 Clinical Practicum III

A five-week clinical internship focusing on patient safety, handling techniques, gait training, vitals, implementation of modalities, therapeutic exercises, goniometry, posture assessment/treatment; muscle strength testing; ethical/legal practice; and documentation/communication. Practicums II and III allow for further data collection and intervention skills including neurologic interventions.

PTA 2502 PTA Seminar

Review of program content through systematic study of PTA assessment skills, PTA treatment implementation, and professionalism for the physical therapist assistant. Licensure preparation activities; interview and resume preparation.

Academic Progression

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or program faculty to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

Students are encouraged to seek feedback from clinical instructors regarding clinical skills and are welcomed to contact the Director of Clinical Education at any time during a clinical practicum that. Additionally, students are assigned a program faculty member as an advisor. Advisors will meet with students, at least once per semester, to discuss all aspects of the program including but not limited to questions, concerns, clinical education, progression through courses, progression through program, current grades, and GPA.

Students must have successfully completed all prerequisite courses and all program courses with a grade of 76% or better to graduate from the PTA program. Students must successfully complete all coursework and clinical rotations in order to progress to the next semester's coursework and clinical rotations. While clinical instructors will rate the student's clinical skills performance, the Director of Clinical Education will ultimately be responsible for assigning clinical practicum grades. Failure to successfully complete any course will prohibit the student from continuing in the program and the student will be administratively withdrawn.

Any student that does not achieve a passing grade average in each course or that is deemed unsafe during lab practicals or during a clinical rotation will be removed from the program as they have failed to safely progress through the didactic and/or technical phases of the program. Upon successful completion of all coursework and clinical rotations, the student's status will be submitted to the Federation of State Boards of Physical Therapy Examiners declaring that the student has completed their Associate of Applied Science in Physical Therapy and wishes to sit for the licensing examination.

Coursework

Students will be concurrently enrolled in PTA Seminar, an online course, while completing Clinical Practicums II and III. All courses in the program are enhanced with the use of the Blackboard Learning Management System. Students may be assigned various papers, projects, or assignments.

Grading Scale

The UA Cossatot Physical Therapist Assistant Program curriculum is designed to meet the requirements of CAPTE and to prepare students to successfully complete the National Physical Therapy Examination for Physical Therapist Assistants in order to obtain licensure to practice as a Physical Therapist Assistant.

The following grade equivalency is established for all coursework and practicums in accordance with the Medical Education Division at UA Cossatot:

A = 90-100

B = 80-89

C = 76-79

D = 70-75 (failing)

F = <69 (failing)

Final course grades are rounded utilizing only the tenth place. For example, a score of 75.5 would round up to a 76; however, a score of 75.4 would round down to a 75.

Distance Learning

Coursework throughout the UA Cossatot PTA Program is completed in many different formats. This allows for diversified learning experiences for students. In addition to class lectures, lab activities, community service projects, clinical education, workshops, and off-site experiences, online distance learning will be utilized in a number of courses using Blackboard learning management system. In the fall semester of the technical portion, students will be enrolled in the Introduction to PTA, Pathophysiology, and Administration and Management online courses through Blackboard. Distance learning is also utilized during the final semesters of the program. While completing Practicums II and III, the program students will be enrolled in the PTA Seminar course which is presented in an online format. All program courses are Blackboard enhanced where PowerPoints, assignments, announcements, and grades will be posted in addition to the actual classroom materials.

For all distance learning courses within the PTA program, college policy is followed to ensure that the student who is enrolled in the course, and receiving credit for completion, is the student completing the work. UA Cossatot policy states: “All online, distance education, exams are taken in the Testing Center on campus.”

Blackboard Learning Management System

Student assignments that are submitted through Blackboard will need to be saved in a specific file format as indicated by the instructor. There is a PowerPoint presentation available under the assignment tab on Blackboard that will assist with questions on the use of the Blackboard system. Support for the use of the Blackboard system is provided through the director of distance learning/blackboard coordinator and the IT department at UA Cossatot. Students are directed to utilize blackboard online help for any difficulties with the Blackboard system. The distance learning director/blackboard coordinator can be contacted at 870-584-1137. The UA Cossatot IT department is available by contacting 870-584-1165. When the above are unavailable or additional assistance is required, students may access the Blackboard Learn Helpdesk through the University of Arkansas at (479) 575-6804 and/or bbhelp@uark.edu.

Student Services

Student support services are available on all three campuses. Academic counseling, disability support services, and financial aid resources are located within the division of student services and are available by phone, mail, email, and website.

Academic Counseling

Academic advisors and/or counselors are available to all students including clinical education affiliations. They will work with any student to recognize opportunities to grow and learn, identify any barriers to academic and/or personal success, and develop action plans to overcome those barriers. All students are welcome and discussion will be confidential.

Disability Support Services

UA Cossatot Disability Support Services is dedicated to the academic and personal success of all students. Students with disabilities are encouraged to voluntarily disclose their needs for accommodations to the disability support services and program faculty. Then, through collaboration with program faculty, disabilities coordinator, and the student, an accommodation plan may be developed. Classroom expectations will be the same for all students regardless of abilities or disabilities. Disability support services staff will work with students to recognize opportunities to grow and learn, identify any barriers to academic and/or personal success, and develop action and/or accommodation plans to overcome those barriers. Please see the current college catalog on Disability Support Services or <http://www.cccua.edu/admission-registration/DSS>.

Financial Aid

Financial aid may be made available through federal programs, state programs, or scholarship opportunities. Please see financial aid website for more information <http://www.cccua.edu/pay-for-college> or contact financial aid staff by calling 1-800-844-4471.

Educational Resource Center / Library

The UA Cossatot Educational Resource Center (ERC) is a fully functioning, media-rich, user-friendly resource center striving to enrich the lives of students through active learning. The ERC works with faculty to promote higher education and helps students achieve their maximum academic potential. An Educational Resource Center is located on each UA Cossatot campus with knowledgeable staff available to assist students during hours of operation. Free tutoring is available, along with several computer stations, and a lounging area with comfortable seating. The ERC offers about 10,000 titles in book and media format, as well as numerous online databases. Students may access databases at any time, after acquiring a student identification card. The ERC also handles all textbook rentals. Information regarding the Educational Resource Center can be accessed online at www.cccua.edu/student-life/educational-resource-center. The ERC website also offers tools to help students through the research process.

Computer Use

Computer access is available in the Educational Resource Center and in other computer labs throughout the college. No food or drinks are allowed in the computer labs or Educational Resource Center. Students may not save any work onto the computers. Instead, students are advised to store files on a USB drive or cloud storage (i.e. OneDrive, Google Drive). When finished using a computer, students should log off but do not shut the computer down. Please refer to the Student Catalog for appropriate computer use.

Discipline

UA Cossatot does not tolerate actions by students, staff, or residents of the college service area that interfere with student learning and safety. UA Cossatot reserves the right to require a student to withdraw at any time for excessive absenteeism or tardiness, ill health, inefficiency, misconduct, neglect of duty, unprofessional behaviors, or nonconformity with regulations of the school and affiliating agencies. Students have the right to grieve actions by employee or another student as outlined in the College Catalog, Student Grievance Procedures: Non-Grade Issues. Students that are arrested and/or charged with a misdemeanor or felony, while in the program, will be immediately dismissed from the program.

If it is determined that a student has demonstrated inappropriate conduct, a program faculty will meet with the student to discuss the matter and inform the student of specified conduct that was deemed inappropriate. A written record of the behavior will be placed in the student's program file. If the student's conduct does not improve, a program faculty will meet with the student again. A written record of the meeting will be placed in the student's program file; a copy of the reports will be provided to the Vice Chancellor of Academic Affairs. A deadline for measureable improvement will be communicated in writing for student, program faculty, and Vice Chancellor. If the student does not demonstrate satisfactory improvement by specified deadline, the student may be dismissed from the program.

Complaints

Complaints about the program, curriculum, policies, procedures, program faculty, Director of Clinical Education, or program students may be made directly to the Program Director. Complaints about the clinical education portion of the curriculum, program students during clinical education placements, or clinical instructors may be made directly to the Director of Clinical Education.

Complaints about the Program Director may be made directly to the Division Chair of Medical Education. If an individual is not satisfied with the results after making the complaint, they are encouraged to follow the chain of command and grievance procedure – non-grade issue found in the program handbook and College Catalog.

Retaliation is strictly prohibited when any person is filing a complaint.

Jennifer Sanderson
Program Director
jsanderson@cccua.edu
870-584-1497

Heather Orr
Director of Clinical Education
hnorr@cccua.edu
870-584-1487

Kimberly Dickerson
Division Chair of Medical Education
kdickerson@cccua.edu
870-584-1147

Filing a Complaint with CAPTE

CAPTE Contact Information:

APTA Headquarters
Accreditation Department
1111 North Fairfax Street,
Alexandria, Virginia 22314
accreditation@apta.org

Chain of Command

If a student has a problem with an instructor, then they should follow the chain of command until the problem is resolved. Students should attempt to resolve the problem with the instructor first, and then follow the chain of command listed below:

1. Course Instructor
2. Director of Clinical Education – Heather Orr
3. Program Director – Jennifer Sanderson
4. Division Chair – Kimberly Dickerson
5. Vice Chancellor – Ashley Aylett
6. Chancellor – Steve Cole

If the student has a complaint against a course instructor, it is acceptable to proceed to the next contact in the chain of command. Students have the right to grieve actions by employee or another student as outlined in the College Catalog, Student Grievance Procedures: Non-Grade Issues.

*Retaliation is strictly prohibited when any person is filing a complaint.

Grievance Procedure

Staff and community members have the opportunity to formally raise a concern or grieve an action taken by a part-time or full-time member of the college staff or a student enrolled at the college at the time of the occurrence.

Employees have the right to grieve an action by another employee or student if the grievance relates to improper conduct including, but not limited to, any type of harassment, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person. The college does not tolerate actions by students, staff, or residents of the college service area that interfere with student learning and safety or with the staff's ability to fulfill the duties assigned to each employee.

- Those grieving any form of harassment by others on campus should seek redress via an appropriate administrator of the college by using the formal grievance procedure.
- Immediate supervisors should first receive employee grievances informally. If an informal discussion of the issue fails to reach a resolution, implementation of the formal grievance process should occur.

Residents of the college service area are welcome to raise concerns about the policies or college personnel actions as they relate to the orderly conduct of the college. Residents' concerns related to college operation should be submitted in writing to the college Chancellor.

If a student has a complaint regarding processes or practices at UA Cossatot, he or she should discuss such with an instructor, advisor, or department chair. UA Cossatot does not tolerate actions by students, staff, or residents of the College's service area that interferes with student learning and safety. Students have the right to report actions by an employee or another student if the grievance relates to improper conduct, including but not limited to, harassment of any kind, bullying, threatening another individual or the college, terroristic threats or behavior and other forms of improper conduct that lowers the existence of another person. Complaints for issues unrelated to improper conduct may be made to the appropriate Division Chair or program director who then has the ultimate responsibility to resolve the complaint.

If the complaint is regarding the department chair, then the student should consult the Medical Education Division Chair. If the complaint cannot be resolved through this chain of command, a formal grievance may be submitted. If a concern arises that falls outside of due process, the same

formal grievance procedure shall be utilized. If a formal grievance is submitted, the following steps should be used in any formal complaint or grievance:

1. You must present your complaint in typed form within five (5) working days of the alleged incident to the Vice Chancellor of Academics; including the specific grievance/complaint and specific remedies sought.
2. The Vice Chancellor of Academics has five (5) business days in which to investigate and respond in written form.
3. If not satisfied, the student may appeal within five (5) business days to the Vice Chancellor of Academics who will submit the appeal to the Student Appeals Committee who must respond in written form within five (5) business days.
4. If unsatisfied with this result, an appeal may be made within five business days to the Chancellor, who will hear the complaint and render a decision within ten business days.

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*Interpreters, readers, note-takers, etc., may be requested to assist in the appeals process. Please contact the Disability Services Advisor to request accommodations.

* The student should continue required coursework during this process. Any penalties normally assessed during a student's absence will also be applied during the appeals process. This includes but is not limited to: missed absences, tardiness, late exam penalties, etc.*

