

**Physical Therapist
Assistant Program
Policy and Procedure Manual**

Lake Superior College

2009-2010

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PHYSICAL THERAPIST ASSISTANT PROGRAM MISSION

The Lake Superior College Physical Therapist Assistant Program provides high quality, evidence-based didactic and clinical education to meet the diverse needs of students and employers in a dynamic health care community. Education is provided through interactive classroom learning, an on-site physical therapy clinic, and community clinical experiences that represent all aspects of physical therapy. Graduates will demonstrate commitment to excellence in practice and dedication to the profession, professional growth, and life-long learning.

PHYSICAL THERAPIST ASSISTANT PROGRAM OUTCOMES

Graduates of the Lake Superior College Physical Therapist Assistant program will be able to:

- 1) Work under the supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- 2) Implement a comprehensive treatment plan developed by a physical therapist.
- 3) Communicate regularly with supervising physical therapists about the patient's progress and the need for adjustments to be made by the physical therapist in treatment procedures in accordance with changes in patient status.
- 4) Perform appropriate data collection techniques within the knowledge and limits of practice to assist supervising physical therapists in monitoring and modifying the plan of care.
- 5) Interact with patients and caregivers in a manner which provides the desired psychosocial support, including the recognition of cultural and socioeconomic differences.
- 6) Participate in the teaching of other health care providers, patients and caregivers.
- 7) Document relevant aspects of patient treatment.
- 8) Participate in discharge planning and follow-up care.
- 9) Demonstrate effective written, oral, and nonverbal communication with patients and their caregivers, colleagues, health care providers, and the public.
- 10) Demonstrate an understanding of levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies and procedures; fiscal considerations for physical therapy providers and consumers; continuous quality improvement, and evidence-based practice.
- 11) Demonstrate professional behaviors required for success in the field of physical therapy.
- 12) Identify career development and life-long learning opportunities

Program outcomes are evaluated and revised on an annual basis as part of the college academic planning process.

PHYSICAL THERAPIST ASSISTANT PROGRAM PHILOSOPHY

We believe that learning is best accomplished by doing. Therefore, the Physical Therapist Assistant Program combines lecture and demonstration with student participation, practice, and discussion.

We believe that optimal learning takes place when students accept responsibility for their own learning. Therefore, we emphasize active student participation in the learning process.

We believe that knowledge, skills, and attitudes do not rest with academics alone. Therefore, we emphasize growth and interpersonal skills development to prepare the student for successful employment.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY STATEMENT

The Lake Superior College (LSC) PTA Program, as part of Minnesota State Colleges and Universities (MNSCU), agrees with and abides by Lake Superior College's statement of Affirmative Action/Equal Opportunity, found on the LSC web site and in the LSC Student Handbook.

I. BEHAVIORS OF SUCCESSFUL PTA STUDENTS AND SUCCESSFUL GRADUATES

A. PROFESSIONAL BEHAVIORS

1. Students are expected to demonstrate interest in the field of physical therapy and skill in physical therapy techniques. Professional behavior is expected at all times. Ten specific professional behaviors, collectively called "Generic Abilities" (see Appendix III) are assessed during classroom, lab, and clinical education activities throughout the program. These professional behaviors have been identified as vital for success in the field of physical therapy. Students will formally self-assess their professional behaviors once each term.
2. Students are expected to demonstrate initiative and interest in learning and are expected to participate actively in a variety of learning opportunities on and off-campus. Doing so helps to build the student's resume, develop strong references for job interviews, build confidence and skill, and broaden the student's knowledge base. Low levels of motivation, poor focus, and/or inconsistent attendance are likely to result in poor learning of subject matter and difficulty successfully completing courses, finding employment in the field, and keeping a job after graduation.

Class participation is strongly encouraged as is the student's willingness to share his/her experiences. Faculty expect students to share knowledge and ideas openly with peers (except in cases where doing so would violate college policies related to academic dishonesty).

3. Expected Generic Abilities levels are:
 - a. By the end of Clinical Experience I (Semester I) = all Generic Abilities at least beginning level
 - b. By the end of Clinical Experience II (Semester II) = 50% of the Generic Abilities at developing level
 - c. By the end of Clinical Experience III (Semester III) = all Generic Abilities at least developing level
 - d. By the end of Clinical Experience VI (Semester IV) = all Generic Abilities at entry level

4. Faculty will provide oral and written feedback to students regarding professional behaviors observed. Copies of written feedback will be placed in the student's file. Students are expected to change unsatisfactory behaviors after receiving such feedback from faculty. Students not demonstrating appropriate level professional behaviors may be asked to develop a plan for improvement. Faculty will assess progress with such plans and provide oral and written feedback. Serious deficits in professional behaviors may result in program academic probation (see section III. C.)

B. PROFESSIONAL APPEARANCE

In addition to the professional behaviors listed in the Generic Abilities, students are expected to follow the following grooming behaviors, which are enforced in the interest of safety and professionalism:

- a. Hair neatly groomed and out of face, no hats
- b. Trimmed, clean nails
- c. No excessive makeup or perfume
- d. No visible face or mouth jewelry other than small earrings
- e. No offensive body odor
- f. Neat, clean appropriate clothing during any class activity
- g. No chewing gum inappropriately
- h. Other grooming habits or appearance issues will be addressed by PTA Program faculty or clinical instructors if they affect safety, professionalism, academic performance, or clinic performance.
- i. Students should wear appropriate footwear for hygiene and safety purposes.

Since these grooming behaviors are expected on the job, they will be enforced specifically during the PT Clinic, lab skill checks, practical exams, class presentations, clinical experiences, and clinic outreach presentations.

C. RESPECT

Students are expected to show respect for faculty and other class members by refraining from activities which disrupt class. Disruptive activities may include but are not limited to allowing cell phones to ring in class, arriving late to class, excessive

conversation during class, etc. Students are asked to refrain from sending/receiving text messages during class.

D. PROMPTNESS AND ATTENDANCE

Students are expected to be on time (as expected on the job) for academic classes and clinical experiences held either on or off-campus. Being on time includes being IN THE APPROPRIATE ATTIRE, i.e., in lab clothing at the START of lab class. Instructors may deduct points for arriving late to lecture, lab, clinic, or other educational experiences.

Regular attendance is expected at all classes, labs, clinical assignments, and educational experiences (on or off-campus) in order to achieve the objectives of the program and demonstrate professional reliability as required on the job.

1. Students who know ahead of time that they will be absent from class, lab, or any educational experience must notify the course instructor ahead of time and arrange IN ADVANCE to make up work that will be missed. **Students should make all attempts to schedule medical, dental and other appointments at times other than scheduled class hours.** It is especially important to make up missed lab time; hands-on experience in the program is vital for development of patient care skills and this hands-on experience cannot be substituted with didactic work.
2. Students who must miss a class, lab, or other educational experience unexpectedly due to illness or other reason should **call the course instructor prior to the start of the missed class.** This is expected on a job.
3. Instructors may have an attendance policy for a PTA Program course. These policies will be stated on the course syllabus.
4. **It is the student's responsibility** to obtain and make up any work which has been missed, following deadlines set by the instructor. The instructor may assign appropriate work to compensate for the missed session.
5. If absences are without good reason or become habitual, students may be referred to a Lake Superior College counselor and individual contracts arranged with the student to deal with the situation. This policy is outlined in the LSC Student Handbook.
6. Frequent absences may influence the full-time clinical site selection decision. Students with a history of frequent absences will not be scheduled at "distant" sites for full-time clinical experience.
7. All students are expected to be present for scheduled testing situations including quizzes, tests, exams, and skill checks. Any student who misses one of these testing situations MUST:
 - a. **Notify the instructor prior to the time of the test**
and

b. Take the test during student's first day back to school

It is the **student's** responsibility to contact the instructor **prior to the time the test is missed** to schedule a time to make up the quiz, exam, or skill check. If the student fails to fulfill this responsibility, the instructor reserves the right to not allow the student to make up the test.

Only in extreme circumstances when (b) is impossible, the student will take the test at a time arranged with the instructor.

AT THE INSTRUCTOR'S DISCRETION, STUDENTS WHO ARE ABSENT FROM CLASS AND MISS A TEST WILL RECEIVE A "ZERO" GRADE ON ALL TESTS, QUIZZES, OR ASSIGNMENTS NOT COMPLETED BY THE DEADLINE.

A make-up exam may differ significantly in length or format from the original exam given. This is done to assure exam security and validity.

8. Tests will be made up at a location determined by the instructor.
9. On-campus attendance for PTA 2840 - Professional Integration, is required per the course schedule. Students should arrange full-time clinical experiences so that it is possible for them to complete necessary travel back to Lake Superior College to attend the course and its associated PTA Licensure Exam Preparation course. Course absence may result in inability to complete program requirements which may delay graduation.
10. Refer to Section V. for Clinical Education attendance policies.

E. EFFECTIVE LEARNING

In order to integrate, relate, and understand lecture and lab material, the successful SPTA will:

1. Attend all lecture and lab courses.
2. Utilize lab time efficiently. Students who are not actively participating in lab activities and/or distracting other students may be asked to leave.
3. Discuss lecture/lab material with class members.
4. Study class material BEFORE lecture and lab.
5. Utilize open lab times to practice new and past-learned skills.
6. Enhance learning by working with a variety of lab partners.

7. Role-play a patient to the best of his/her ability. Role-play a PTA to the best of his/her ability.
8. Clarify class material and questions with the appropriate instructor as needed.
9. Utilize the LSC Learning Center for study-skills information and test-taking strategies.
10. Discuss program-related issues with program advisor at the earliest sign of academic difficulty.
11. Seek assistance from an LSC counselor at the earliest sign of personal problems that interfere with the ability to succeed in school.

F. COMMUNICATION

Open communication is essential to student well-being and program growth. Faculty anticipate that individual and group concerns will arise during the PTA Program. The faculty supports and encourages informal resolution of all individual concerns.

1. With regard to INDIVIDUAL CONCERNS:
 - a. Students should address the issue first with the person or persons involved. It is suggested that students express their view of the conflict in clear terms without casting judgment, then indicate how they would like to see the situation resolved.
 - b. If the issue remains unresolved, the student should contact their advisor and arrange for a meeting to seek problem resolution.
 - c. If the issue remains unresolved, the student should contact the PTA Program Director and arrange for a meeting to seek problem resolution. The PTA Program Director may ask that the issue be put in writing.
 - d. If there is still conflict after meeting with the Program Director, the Dean of Allied Health and Nursing should be contacted to set up a meeting with the parties involved.
 - e. Students are expected to follow the chain of command as they would in a professional working environment. It is good practice and it minimizes misunderstandings.
 - f. See "General Complaint Procedures" in the LSC Student Handbook.
2. Student - Advisor Meetings:

Each student in the program will be assigned a program advisor. To further

facilitate communication, periodic student - advisor meetings will be held at least once each semester. **It is the student's responsibility to schedule these meetings with their advisor each semester.** Students should come prepared to discuss courses they plan to take.

The above system is meant to encourage communication and provides a formal contact method. The PTA Program faculty aspire that a strong level of trust will develop which will promote each student's completion of educational requirements. The goal is an open-door policy, so faculty expect that students will share concerns.

Advisors may ask for additional meetings with students from time to time as necessary. Students are also encouraged to request additional meetings with their advisor as needed.

3. Student E-mail and mailboxes

Students are expected to check their LSC e-mail account a minimum of three times per week. Faculty frequently send announcements and other messages to e-mail. **Failure to check e-mail is not a valid excuse for missing important announcements.**

Mailboxes for all students are found in room E1143. Please check these mailboxes daily. Students and/or faculty may use these mailboxes for communication purposes.

4. Personal Contact Information

It is the student's responsibility to notify the PTA Program Director in writing of any changes in personal status so that the student directory information may be kept current. Such changes include name, address, and telephone number.

G. KNOWLEDGE OF COLLEGE AND PROGRAM POLICIES AND PROCEDURES

1) The PTA Program abides by Lake Superior College policies, including but not limited to policies of non-discrimination. The most current college policies can be found at <http://www.lsc.edu/policy/>. PTA Program students are expected to have a working knowledge of the location of LSC policies and procedures as found in the LSC student handbook, found online at <http://www.lsc.edu/Handbooks/index.cfm>

2) Students are expected to have a working knowledge of the content of the PTA Program Policy and Procedure Manual, provided to students via the program's web site at the start of fall semester. A quiz or test which assesses this knowledge will be administered and must be passed with a score of 75% or better. If not passed, the quiz or test may be repeated until passed. Students have access to the most recent version of the PTA Program's Policy and Procedure Manual through a link from the program's web site at <http://blog.lsc.edu/ptaprogram>.

3) The PTA Program Policy and Procedure Manual is reviewed and revised on an annual basis by program faculty. The program faculty consider input from college administration and staff, students, the Program Advisory Board, program faculty (core, adjunct, and clinical), and consumers when making such updates. The PTA Program reserves the right and the responsibility to make changes in program policies and procedures as needed to maintain a quality educational program. When such changes are made after the initial publication of each academic year's Policy and Procedure Manual, students and the college administration will be notified of the updates and will be directed to an updated web site at which the most current version of the manual can be found.

II. FACILITIES AND SERVICES

A. CLINICAL LAB

Rooms E1142, E1143, and E1186 will be utilized for lab work and operation of the on-campus clinical experiences. Hours will be posted for available open lab times.

B. LECTURE ROOMS

Lecture rooms will be assigned each semester. Lab rooms may be used for lecture. Room E1142 is a multi-purpose room and is used for lecture, lab, and clinic. Tables used for lecture need to be taken down and stored (with top sides facing top sides) under the large treatment tables.

C. STUDY AREAS

The library is a quiet place to study. Quiet rooms for group study may be reserved in the library. The labs may be used for group study when classes are not being held.

D. STUDENT RECORDS AND EXAM COPIES

The Student Services Center maintains individual student files consisting of academic transcripts and application materials. Physical examination forms and other medical records submitted by program students are kept in locked files in the office of support staff for Allied Health and Nursing. The Physical Therapist Assistant Program maintains files that include advising records, department/student forms, contracts or correspondence, and clinical education performance evaluations. These files are maintained for all students and are stored in the PTA Program Director's office. Some information will be maintained after graduation to assist faculty in providing employment references for students.

Copies of completed midterm and final exams for program courses will be kept in a secure location. Students will not be allowed to keep copies of completed midterm or final exams.

E. LEARNING RESOURCE CENTER

The Learning Resource Center provides a variety of student services including English as a second language (ESL), developmental courses, master student information, test-taking hints, and tutoring. Students should not hesitate to contact The Learning Resource Center if they feel they are struggling in any course. Instructors may refer students to The Learning Resource Center if concerns arise.

F. LIBRARY

Current holdings include audio-visual materials, periodicals and texts that are appropriate for technical courses. The library has a sophisticated on-line network. Computers are located in certain classrooms for immediate access to the network.

G. COMPUTER LAB

Computer access is available in computer labs throughout the campus. Refer to college policies for appropriate computer use guidelines.

H. RESOURCES - WRITTEN AND AUDIOVISUAL

1. Audiovisual materials

Audiovisual materials owned by the program/college may be viewed in the lab but may not be removed from the school without specific permission from faculty and utilization of a sign-out sheet. Refer to Section IV. D.

2. Instructor libraries

Instructors may allow students to borrow books and other materials from their personal libraries. Students should follow procedures set up by individual faculty members and return materials promptly so that they may be used by the instructor and/or other students.

I. TELEPHONES

Office and clinic telephones are not to be used for students' personal calls. Students

should use their own personal telephones or pay telephones located on campus. All exceptions must be cleared with faculty. Except in emergency, cellular phones should not be used during class time for either phone calls or text messaging. If a student is anticipating an emergency phone call on their personal/cellular phone, they should notify the course instructor prior to the start of class, and put the phone in silent mode.

J. DISABILITIES

Students with documented disabilities may request reasonable accommodation through the campus Disabilities Services Coordinator. Requests should be made early in the term.

K. PROGRAM ACCREDITATION STATUS

The Physical Therapist Assistant Program at Lake Superior College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

The Commission on Accreditation in Physical Therapy Education
Department of Accreditation
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703-706-3245
Website: www.apta.org/CAPTE

Initial accreditation was granted in 1989, with continuing accreditation granted in 1995 and 2004. The program most recently had an on-site visit from CAPTE in 2004, and received full accreditation through 2014. Students may view the program's most recent Self-Study Manual in the Program Director's office.

Lake Superior College is accredited by the Higher Education Commission of the North Central Association of Colleges and Schools.

III. ACADEMIC STANDARDS

A. ADMISSIONS

1. Admissions Policies

- a. The PTA Program accepts 16 students into the technical portion of the program each fall semester, based on completion of pre-requisite courses, volunteer

work, and LSC application. See also Section III.A.2.e. Prospective student information packets are available in the Enrollment Services office, from the program web site at <http://www.lsc.edu/academics/pta>, or by calling (218) 733-7600.

- b. The PTA Program abides by all Lake Superior College policies and procedures relevant to admission, including but not limited to due process and non-discrimination.
- c. Pre-requisite courses include five (5) college-level courses:
 - 1 Medical Terminology - 1 semester credit or equivalent
 - Human Anatomy/Physiology I - 4 semester credits or equivalent
 - College Composition I - 3 semester credits or equivalent
 - Cell Biology-1 semester credit
 - Intro to College-1 semester credit

These courses must be completed with a grade of “C” or better AND transcripts of these courses must be on file with Lake Superior College. Priority is given to those students who have completed all requirements by March 1.

- d. Students are required to complete a total of 40 hours (minimum) of volunteer work or observation in at least two different physical therapy settings. There is a form that students need to have filled out and signed verifying this experience. Verification forms are available from the Enrollment Services office, from the program web site at <http://www.lsc.edu/academics/pta>, or by calling (218) 733-7632.
- e. Students are required to complete an application to Lake Superior College. A ‘file completion date’ is determined by the Enrollment Services Center based on completion of the student’s application to the college. This file completion date is used to determine entry to the program if there are more than 16 students who have completed all other criteria (prerequisites and volunteer work) by March 1. In other words, if more than 16 students have met the March 1 deadline, entry to the program is based on earliest file completion date. Students are encouraged to apply to the college early.
- f. **Students are required to complete a Pre-requisite Verification Form (PVF) EACH year they wish to be considered for entry to the PTA Program.** This form should be filled out even if students have not yet completed all pre-requisites and volunteer work.

Pre-requisite Verification Forms are available from the Enrollment Services office, from the program web site at <http://www.lsc.edu/academics/pta> ,or by calling (218) 733-7632. Students will not be considered an applicant for the program without a completed Pre-requisite Verification Form.

- g. Priority for program acceptance is given to those with all pre-requisite courses and volunteer work completed.

- h. Students accepted to the PTA program may delay their entry by one year by written request to the program director. Students making such requests will be required to submit an updated Prerequisite Verification Form (PVF) by March 1 of the following year.

2. Admission Procedures

- a. The Enrollment Services Center makes the determination about whether a student is program-ready in terms of completion of LSC application/file, and completion of pre-requisite courses. The Enrollment Services office forwards names of program-ready students to the PTA Program Director.
- b. March 1 is used as a rolling deadline for completion of program requirements.
- c. The PTA Program Director notifies all students with completed applications of their acceptance status by May 1.
- d. If all 16 spots in the program are not filled by March 1, additional students with completed requirements are accepted as space allows.
- e. The Program Director may choose to accept more than 16 students per year based on market demand, expected attrition, adequacy of staffing levels, and adequacy of lab space.
- f. Students accepted into the program will be required to complete a mandatory program orientation, usually available in May. Failure to complete this orientation will result in withdrawal of the student's acceptance to the program.
- g. All program prerequisites, including completion of a volunteer work verification form, and completion of the three prerequisite courses with a grade of "C" or better, must be complete by August 10. Students may petition this deadline through the LSC petition process. The program director reserves the right to remove students from the list of accepted student if these requirements are not met.
- h. Students should be aware that the program often fills up in the spring, and a waiting list is developed.

3. Essential Performance Functions for PTA Program Students

- B. To be successful in the PTA classroom and as a PTA following graduation, students should be able to:

1. Attend class approximately 10-21 hours per week, including lecture, lab, and clinic
2. Register for at least one early (noon to 4:00pm) and one late (2:00 to 6:00pm) session of the PT Clinic courses (Clinical Experiences I, II, and III) during the program to provide the widest variety of patient experiences.
3. Complete all assignments on time
4. Participate in classroom discussions
5. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, data collection procedures
6. Use sound judgment and safety precautions; exposure to blood-borne pathogens and/or infectious disease may occur as part of the educational experience. Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
7. Meet class standards for successful course completion
8. Use critical thinking when making decisions
9. Follow standards stated in Program Policy and Procedure Handbook
10. Address problems or questions to the appropriate person at the appropriate time
11. Maintain classroom work area, equipment, supplies, personal appearance and hygiene conducive to professional setting as appropriate
12. Behave in a competent, professional manner.

B. Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 1-4 hours per day with lecture blocks up to 3 hours
2. Stand 1-6 hours with lab time blocks up to 3 hours
3. Walk/travel 20 minutes to/from class
4. Lift up to 60 pounds
5. Push/pull up to 50 pounds of force exerted at waist level
6. Squat or stoop
7. Use auditory, tactile, and visual senses to assess physiological status of an individual
8. Demonstrate good standing and unsupported sitting balance
9. Demonstrate good finger dexterity
10. Coordinate verbal and manual instructions
11. Communicate effectively with a variety of people through written and verbal methods
12. Use hands repetitively
13. Shift weight in sitting or standing
14. Use a firm grasp
15. Reach above shoulder level
16. Kneel, kneel-stand, and half kneel
17. Use equipment that emits electrical, ultrasonic, and thermal energy.
18. Physically move and transfer patients.

C. Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (218) 733-7632. Students are also encouraged to observe patient treatments in the on-campus physical therapy clinic to see first-hand the physical requirements of a physical therapist assistant. Individuals with disabilities may request reasonable accommodations by calling (218) 733-7650.

B. COURSES AND GRADES

1. All lecture/lab and clinical experience courses in the PTA Program must be taken in sequence. Clinical experience courses (Clinical Experience I, II, III and IV, V, and VI) use a pass or no credit grading system. The student may not pass a clinical experience course if the percent score for the "Clinical Performance Instrument" does not meet the minimum predetermined score as noted on the course syllabus. A minimum grade of "C" or "pass" is required in all courses on the PTA Program planner. GPA is calculated consistent with LSC policy. Unless otherwise noted, PTA Program courses grade distribution is as follows:

A	93-100%
B	84-92.9%
C	75-83.9%
2. Course grades will not be rounded up. All didactic and part-time clinical experience courses must be successfully completed before starting full-time clinical experiences.
3. Assignments for all courses must be turned in on time and must represent college-level work. Instructors reserve the right not to accept late assignments, and/or to deduct points for late papers or unacceptable work. Instructors may also choose not to accept a paper not written at college-level.
4. With instructor consent, students may submit assignments via fax at (218) 733-2105, via a course dropbox (if available) or via e-mail to their course instructor. Assignments submitted electronically will not be considered late if they are submitted on or prior to the due date. The program faculty are not responsible for technical difficulties which delay electronically-submitted assignments. Assignments should be submitted in a format approved by the instructor. Word-processing documents submitted electronically should be saved in .rtf, .docx, or .doc formats only.
5. Points will be deducted if an assignment contains spelling or grammatical errors, or if it is considered sub-standard work. A substantial number of errors may result in a failing grade for the assignment. Inability to demonstrate solid written communication skills may result in dismissal from the PTA Program despite other coursework being passed.

6. Assignments should be printed on white, unlined paper unless the instructor specifies otherwise. Handwritten assignments are not acceptable unless specifically approved by the instructor.
7. Core faculty complete, bi-annually, an "At-Risk Student" Assessment Form which helps to identify students who are struggling with various aspects of the program, including cognitive, psychomotor, and affective domains. Students who meet "at-risk" criteria as defined within the assessment form are asked to meet with their advisor for a discussion regarding faculty concerns.

C. PTA PROGRAM ACADEMIC PROBATION POLICIES AND PROCEDURES

1. PTA Program Academic Probation will result as a consequence of the following:
 - a. a student earns a failing grade in any PTA Program course
 1. A failing grade is defined as a grade below a "C" in any PTA Program course, or a grade of "NC" (no credit) in any pass/no credit course. A minimum of 75% of the total course points is required to earn a grade of "C" in all PTA Program courses, unless otherwise stated on the course syllabus.
 - b. a student demonstrates serious deficits in professional behaviors as observed and documented by faculty.
 - c. a student elects to temporarily leave the program.
 - d. a student fails a practical exam a second time.
2. If PTA Program Academic Probation status has resulted, a written Plan of Action will be developed by the course instructor, advisor, and the student. The Plan of Action outlines the course of action the student will take in order to continue in the program, and time lines for those actions. It is an agreement signed by the student, the advisor or other relevant faculty/staff, and the PTA Program Director. Once PTA Program Academic Probation has occurred, one or more of the following decisions could be made and will be described in the Plan of Action:
 - a. Recommendation that student complete the program at a later date.
 - b. Recommendation that a failed course(s) be repeated in the sequence as outlined in the Program Planner.
 - c. Recommendation that the student take a reduced course load (fewer course credits per semester).
 - d. Recommendation for course make-up work, assignments, or special projects to be completed before program continuation is allowed. All make-up work must be satisfactorily completed by established deadlines.

- e. Re-evaluate appropriate selection of PTA Program as a career choice.
 - f. Other suggestions appropriate for student and program concerns.
3. Satisfactory progress will result when the following conditions have been met:
- a. The student earns at least a "C" in repeated PTA Program courses.
 - b. The advisor determines that the conditions as outlined in the Plan of Action have been satisfied.
4. Program dismissal will result as a consequence of the following:
- a. The student earns a grade of D or F in any repeated technical PTA Program course.
 - b. The student fails to meet conditions outlined in the Plan of Action.
 - c. The student fails to sign the Plan of Action as described in Section III. C. 2.

D. ACADEMIC DISHONESTY

Assignments, quizzes, skill checks, practical exams, and written exams are NOT community efforts unless specifically stated. Discussing quizzes, written exams, or practical exams before all students have been tested is considered academic dishonesty. All students are expected to follow test procedures, and dishonesty will not be tolerated.

Plagiarism and cheating in any form is against school policy and is subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or dismissal from the PTA Program.

Refer to the LSC Student Handbook for descriptions and consequences of academic dishonesty.

E. CONTINUATION

Policy: The "Satisfactory Academic Progress" policy in the LSC Student Handbook states that in order to continue in or graduate from a program, a student must maintain an overall 2.0 grade point average (GPA) in all courses. However, the PTA Program has a "Satisfactory Progress" policy that extends beyond that of the Lake Superior College.

All PTA Program courses must be satisfactorily completed with a grade of "C" or better (or "pass" for pass/no credit courses) in sequence per the current program planner.

Requests to take courses out of sequence will be considered on a case-by-case basis through petition.

Students are expected to consistently demonstrate professional behaviors per Section IA. Serious deficits in professional behaviors may result in program academic probation and/or program dismissal.

Students who temporarily leave the program for any reason (personal, academic) will be considered to be in PTA Program Academic Probation status. Students wishing to be re-admitted to the program should contact the PTA Program Director in writing with their request (see Readmission section III.H).

F. ACADEMIC GRIEVANCE/PETITIONS

If a student wishes an exception to a program policy and/or does not agree with a decision reached by the program faculty, he/she may file a petition per college procedure. Petition forms are available in the Deans' Office and on the LSC web site.

G. WITHDRAWAL

Students considering withdrawal from the program should discuss this matter with their program advisor and/or the PTA Program Director. Withdrawal is a formal procedure and needs to be completed by the student in the Enrollment Services Center. Students need to follow LSC policies and procedures regarding program and course withdrawal.

H. READMISSION

Policy: Students may be considered for readmission to the PTA Program provided the student can benefit from continuation and meets the program criteria. It is recommended that a maximum of one year occur between departure and re-entry.

1. The student must request readmission to the program in writing.
2. Program faculty will determine the appropriateness of readmission on a case-by-case basis, considering such factors as reasons for program withdrawal, justification for readmission, adequacy of program space and staffing levels, and the student's potential for success. When readmission is questionable for one or more reasons, faculty may elect to consult the PTA Program Advisory board for their input.
3. The student must follow the policies and procedures of the program which are consistent with the year he/she returns. All college policies must be followed, including those related to expiration of technical courses and the appropriate program planner under which the student will graduate. Students desiring readmission are responsible to meet with a professional advisor to address issues

related to readmission to Lake Superior College.

4. The student may be able to audit previously completed courses with a "C" grade or better, if space is available in class and with instructor's permission. Tuition is paid by the student per LSC Audit policy.
5. If the content of any course is different from when the student took the course prior to leaving the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes and unit tests for the new information in any particular course. This is best accomplished by studying the new unit during the regularly-scheduled course. The program director may request that the student work with the LSC Center for Prior Learning during this process.

The instructor will develop appropriate materials to meet the new or revised objectives.

6. The student is responsible for maintaining the ability to satisfactorily perform all previously- learned skills. Demonstration of satisfactory performance will be required before permission to re-enter the PTA Program is granted, or based on recommendations of program faculty. Performance can be demonstrated by passing a Physical Therapy Clinic course the semester before the student re-enters the program, or during a term determined by the student's program advisor. The semester of re-entry is defined as the semester the student repeats a course they did not pass, the semester the student resumes taking program courses, OR an alternate definition as agreed upon in writing by the student and their program advisor. In lieu of passing a Physical Therapy Clinic course, the student may be allowed to take a re-entry practical exam. Appropriateness of this option will be discussed by the program advisor and program director.

When more than one year has lapsed since departure, the student who wishes to re-enter the program must take and pass a clinical skills review course, the appropriate level Clinical Experience course, and pass a re-entry practical exam the semester prior to re-entering.

I. TRANSFER INTO PTA PROGRAM

Policy: A student may transfer from a professional physical therapy program or another PTA Program provided the student meets the following criteria:

1. The Lake Superior College application and registration procedure is completed;
2. GPA for all transfer physical therapy courses is a minimum of 2.0 with no grades below C;
3. The course transfer process has been completed. The time required to complete the program may increase in duration because programs do not offer the same courses during the same semester.

- a. All LSC courses must be taken in their entirety even if students have successfully completed units of the courses in another PT or PTA Program. The student has the option to test-out of the entire course. Refer to LSC Student Handbook for credit-by-exam procedures.
 - b. A plan may be developed by the instructor for the student to take a course by independent study. The arrangements are made between the instructor and the student and a contract is signed.
4. A plan to introduce the physical therapist student to the PTA role will be developed by the PTA Program instructors and the student. This may include: a) repeat of a full-time clinical experience, b) on-site visit with a PTA in the community, and/or c) self-study assignment given by the PTA Program instructors and followed by an appropriate evaluation.

J. GRADUATION CRITERIA

Upon successful completion of the Program Planner for the Physical Therapist Assistant Program, Lake Superior College will grant an Associate of Applied Science Degree as a Physical Therapist Assistant.

1. Credit Courses - In order to graduate, the student is required to complete the credits and courses on the Program Planner. Even though a course may have transferred to meet the program requirements, a student's total number of credits may be insufficient. The student must obtain necessary transcript evaluation to assure credit is given for courses taken at other institutions. **It is the student's responsibility to assure that all courses and credits have been satisfactorily completed prior to graduation.**
2. Pass/No Credit Courses - Clinical Skills Review, and Clinical Experience I, II, III, IV, V, VI are taken on a pass/no credit basis. Minimally acceptable criteria are established and must be met for a Pass grade. Pass/no credit courses are exempted from GPA computation. A student may only retake Clinical Experience IV, V or VI one time each.
3. Comprehensive Exam - Students are required to pass a comprehensive examination during the spring semester of the second year of the program, given during PTA 2840 (Professional Integration). Students are allowed more than one attempt at passing such an exam, although a different version of the exam will be given each time. The exam may be given in electronic or written format. The course instructor, in discussion with the program director, will determine passing scores (typically not less than 70%) and appropriate intervals between attempts (typically not less than two weeks), and provide guidance to students regarding preparation for a comprehensive exam. Students will not be able to complete the program until the comprehensive exam has been passed. Students are required to take the comprehensive exam **on the LSC campus** unless other arrangements for exam proctoring have been made by the course instructor. This will occur only in

extenuating circumstances.

4. Graduation Date - Will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. This is consistent with APTA definition.
5. Program Completion Date – This is defined as the date the student successfully completes all courses (including clinical experiences). This date may be earlier than graduation ceremony date and is used primarily for licensure exam applications.

K. AUDIT

Policy: A student may be allowed to audit a PTA Program course which has previously been satisfactorily completed. A plan must be discussed and approved by the advisor and course instructor before registering to audit the course. Please refer to Course Audit in the LSC Student Handbook.

L. LICENSURE

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. Most states require licensure or certification to work as a PTA. Minnesota passed licensure for PTAs in 2007. Information about licensure can be found through the web site for the Federation for State Boards of Physical Therapy (www.fsbpt.org).

IV. PROGRAM POLICIES AND PROCEDURES

A. FOOD AND BEVERAGES

No food or beverages are allowed in room E1186 at any time, nor may they be consumed at any computer table or at the computer desk in room E1142 to avoid potential damage to machines. It is expected that the lab spaces will be maintained in a professional manner and kept clean. During clinic operation, no food/beverages should be consumed in room E1142.

B. RESCHEDULING OF CLASSES

Occasionally classes will need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend. If possible, the rescheduled time will be listed on the course outline provided at the beginning of each semester.

C. LAB PROTOCOL

1. All lab sessions will begin promptly. Students should change into proper clothing before class starts. Students will be considered late if not in lab attire at the start of the lab course.
2. Lab attire must be worn for lab classes. Appropriate attire should consist of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (**open back**) or open-back halter top under shirts for women. During lab sessions, one student will role-play the patient and one the physical therapist assistant. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. **STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA.** Students will provide privacy during lab courses as appropriate by closing curtained areas and draping lab partners as needed. These skills will be taught in PTA 1410 (Introduction to PT Assisting).
3. **It is expected that students will be prepared for lab class by bringing appropriate equipment, texts and course notes.**
4. A gym bag will be helpful for storing clothes while in class. No clothing should be left on the treatment tables.
5. Changing areas are the respective Men/Women restrooms located near the Wellness Center and the Physical Therapist Assistant classroom.
6. **The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.** Everyone is expected to clean up after themselves. Lab aides may be designated to help with maintaining the lab.
7. Students who know they are going to miss a lab session should contact the course instructor and then make arrangements to make up the work with a lab partner. It is very difficult to make up work from lab courses.

D. PROGRAM SAFETY AND SECURITY

1. It is the policy of the Physical Therapist Assistant Program to provide students with open lab times to safely practice lab skills. Open lab times are posted on a program bulletin board.
2. Students are responsible to help maintain a secure lab environment. Lab facilities at Lake Superior College are subject to video surveillance to prevent theft and vandalism.
3. All classroom and lab equipment is the property of the State of Minnesota and is not for personal use. Students are expected to exercise safety and good judgment when using college and program equipment or supplies. Equipment user manuals are kept in the lab (E1143 and E1186)

4. All policies and procedures related to safety and security apply to educational experiences both on and off campus.
5. Unsafe performance in any course, on any practical examination or on any skill check may result in a failing grade even if adequate points for passing the course, practical exam, or skill check were earned.
6. Prior to passing a skill check for a particular piece of equipment, electrical equipment or skills involving a safety risk can be practiced ONLY with faculty supervision. Electrical equipment can be manipulated, but not plugged in during unsupervised open lab sessions. Students who have passed their skill check for a specific piece of equipment can use that equipment in the lab without supervision. Students are expected to exercise good judgment at all times.
7. The last student leaving an open lab is responsible for turning off the lights. Doors are locked by faculty and/or custodial staff at approximately 5:00pm each day. As a general rule, classrooms should be locked when not in use.
8. Saturday lab policy: To ensure security of equipment in the PTA Program lab, all PTA Program students must notify the Program Director or ACCE via e-mail each week if they plan to come to the school to use the lab space on the following Saturday. The list of students who have done so will be forwarded to the security staff prior to Saturday morning. Students may need to sign in and out at the campus reception desk and take responsibility to assure that ALL lab area doors are locked when the room is empty. Students should not leave the lab unsecured (unlocked or a door held open) when the lab is not in use (even for brief periods of time).
9. Equipment and supplies must be returned to their proper storage place after use. No equipment should leave the classroom without pre-approval of a faculty member and completion of an equipment sign-out sheet, located in room E1143. Faculty will consider program, equipment cost, and safety-related issues when deciding whether equipment or supplies can be taken out of the classroom. Faculty will initial their approval on the sign-up sheet after approving the student's request. Students are responsible for the security of all equipment borrowed and will replace or be billed for lost or damaged equipment. Equipment used for class activities does not need to be checked out.
10. Faculty and students in the PTA Program must maintain up-to-date adult, child, and infant CPR certification beginning at the start of the fall semester, 1st year in the program. Proof of current certification must be presented to the program advisor or designee prior to working with patients in the LSC PT clinic. Certification from the American Heart Association or Red Cross is preferred; students considering taking courses from other certifying agencies should receive approval in writing from the PTA program director prior to taking the course.
11. All students must attend an annual Safety/Infection Control training scheduled by the program. Records of students attending this training will be maintained by the Program Director. Students must pass a quiz related to this training with a score of 75% or better. Students who don't pass this quiz will be remediated and must re-take the quiz until they pass.
12. Students exposed to bodily substances and/or hazardous materials will follow standard precautions and guidelines from the annual safety/infection control inservice.
13. Students are expected to simulate the role of a patient and a PTA in lab courses and

- will sign a "Consent and Acknowledgment" form relative to this role.
14. Faculty will receive training in campus security per college policy. Records of this training will be maintained by LSC.
 15. Students will follow college and/or facility policies in the event of a building evacuation.
 16. Students requiring emergency care during off-campus educational experiences should report to their immediate supervisor, proceed to the nearest emergency room, or call "911" for treatment as appropriate. The student is responsible for all costs related to these services.
 17. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical experiences) of any medical conditions and/or medications taken that could potentially impair or alter the student's safe and effective performance or function during any educational experience. Students contracting an infectious disease during the time they are participating in the PTA Program must report that fact to a program faculty member and follow appropriate medical guidelines to minimize the risk of transmission.
 18. Students should be familiar with all other policies and procedures related to safety and security as found in the Student Handbook.
 19. Cost and liability of travel to and from off-campus experiences, including but not limited to field trips, clinical experiences, PT Clinic Outreach Program trainings, and service learning projects, are the responsibility of the student.
 20. To promote security and safety and to directly observe student performance, students participating in off-campus educational experiences other than full-time clinical experiences (i.e., field trips, tours, presentations) are accompanied by a core PTA Program faculty member or otherwise supervised by a person designated by a core instructor.
 21. Students are expected to promptly inform the program lab assistant when supplies are low and/or equipment is malfunctioning.

E. SUBSTANCE ABUSE

POLICY – SUBSTANCE ABUSE:

1. Students are prohibited from reporting to class and clinical sites while using alcoholic beverages or illegal drugs.
2. The legal use of medications or drugs prescribed by a licensed practitioner is permitted provided that such use does not adversely affect the student's performance or endanger the health and/or safety of others.
3. The school will maintain the confidentiality of all records and information related to the student's suspected abuse.
4. The PTA faculty will assist students desiring to address a substance abuse program. Additional support can be found by contacting a counselor.
5. A student who refuses to comply with substance abuse policy/procedure will be subject to dismissal from the PTA Program.

PROCEDURES – SUBSTANCE ABUSE:

The following procedures will be adhered to for all occurrences of substance abuse when immediate action is indicated:

1. If the student is intoxicated or under the influence of illegal substances during the clinical experience, the clinical center will contact the Academic Clinical Coordinator of Education (ACCE), who will arrange for transportation for the student. In the interim, the CI will follow the procedures in place at the clinical site.
2. The student will sign a release form allowing the PTA program to receive the results of any drug screening or additional assessment performed.
3. The student must make an appointment to see the PTA Program Director to review the incident prior to attending the next scheduled clinical day. Final decisions regarding student discipline will be based on recommendations by the faculty, the PTA Program Director and the Dean of Allied Health – Nursing.
4. Failure to follow up with referrals and/or treatment plan will result in suspension from future PTA technical courses and clinical experiences. The student must provide written documentations of compliance with the treatment program.
5. The student may request to be readmitted to the PTA Program as outlined in the PTA Program Readmission Policy.
6. If impairment behaviors are observed in the classroom setting, the procedures of the college policy related to student conduct are followed.

F. SKILL CHECKS

A skill check is an assessment of a student's ability to demonstrate competency in a PTA skill. Skill check testing is a two-part process for most skill checks. First, when required, a **peer skill check** must be completed with a lab partner and the results documented on the skill check form. Work study students may participate in the peer check process at faculty discretion. After the peer check results are discussed and problem areas have been practiced, students will then be tested by the course instructor or lab assistant during scheduled skill check times. **If required, the peer check must be completed and documented prior to completion of the official skill check with the instructor or lab assistant.** The first score earned with the instructor or lab assistant is the grade received. Students who do not receive a 75% or higher on a skill check must re-take the skill check to the satisfaction of the instructor, but the first score earned will be recorded.

Skill checks will be scheduled each week and may also occur during clinic when patient cancellations create openings in the clinic schedule. Students may also use supervised patient treatments to complete skill checks with faculty consent.

There are occasionally skills for which an instructor skill check is not required, and competence is assessed via peer check only. Not all psychomotor skills are assessed during the program, and faculty use the Normative Model for PTA Education as a guideline for which skills are formally assessed. Work study students may be utilized for these peer checks as well.

Skill check forms also indicate, when appropriate, critical safety elements that must be completed in order to pass the skill check. If a student misses any of the identified critical safety elements, they automatically fail the skill check and must repeat it.

Students are expected to take skill checks during the week they are scheduled. Scores will be reduced by 10% of the original possible points for each week the skill check is delayed by the student. Delays due unexpected to faculty absence will not be penalized.

Consequence: failure to successfully re-take a skill check will prevent students from taking practical exams. **All quizzes, tests, and skill checks must be satisfactorily completed (including re-takes) by the Friday before the week of practical exams.** It is the student's responsibility to assure that this requirement has been met. Students with incomplete skill checks by the deadline will receive scores of "zero" on those skill checks and will not be allowed to take practical exams unless they complete the skill checks to the instructor's satisfaction prior to practical exams.

Students who pass a skill check are considered to have demonstrated competence in that skill, and are expected to maintain that competence through regular practice and review of the skill. Students who have passed a skill check but later are observed by a faculty member to demonstrate unsafe practice in that skill will be expected to repeat the skill check to the satisfaction of the faculty member.

Required cuing to complete a skill check results in reduction in the student's score. Unsafe behavior during a skill check is, at the instructor's discretion, grounds for immediate failure of the skill check.

G. PRACTICAL EXAMS

A practical exam is a test of a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's treatment plan. Practical exams integrate content from current and previous PTA Program courses and are typically administered near the end of each semester although midterm practical exams may be administered for some courses. Specific procedures are posted each semester. Practical exams must be passed with a score of at least 75% and can be retaken one time when the 75% score is not achieved. The first score earned on the practical exam is the score recorded. A student who does not pass a course practical exam on the second attempt will have their course grade lowered one letter grade. This could cause a student's course grade to be lowered to a "D" or "F" grade, resulting in PTA Program Academic Probation status. If a student does not pass a practical exam on the second attempt but still earns a grade of "C" or better for the course, the student will be placed on Program Academic Probation status, for which a Plan of Action will be developed. The Plan of Action will be developed by the course instructor, and at a minimum will include completion of an independent study project (remedial work). The student must then satisfactorily re-take the practical exam with a score of at least **80%** prior to continuing in the program, and satisfy all requirements outlined in the Plan of Action.

Any re-take practical exam may be videotaped to allow a video review of student performance.

Students receive detailed written instructions, a score sheet, and sample practical exam problems at least one week prior to scheduled practical exams. Professional attire and behavior are required during the practical exam.

Required cuing to complete a practical exam results in a reduction in the student's score. Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam.

H. INSURANCE

1. Professional liability insurance - all students must annually purchase this insurance. It provides liability coverage for unintended injury to patients or other students during on and off-campus educational experiences. LSC offers coverage to all students. The cost (\$14.50) is attached to PTA 1417 (Clinical Experience I) and PTA 2637 (Clinical Experience III) and is included in the Fall Fee Statement. Students not registered for a particular course, and those who have not yet paid tuition for the course, would not be covered by the liability insurance and cannot treat patients or participate in lab activities. Students re-entering the program may be required to purchase liability insurance if they are not currently covered under the liability policy as determined by the program director in conjunction with the dean.
2. The PTA Program, LSC and clinical sites do not provide health insurance to students. It is advised that students carry their own health insurance during the program including all full-time clinical experiences. A policy is made available through MNSCU; information can be obtained in the Enrollment Services Center.

I. IMMUNIZATIONS AND HEALTH STATUS

1. Hepatitis B

Lake Superior College requires that health occupations students be vaccinated for HBV before entering into clinical experiences, or that the student sign a waiver form indicating the student refuses the vaccination. If the student has health insurance that covers the cost, the vaccination series should be obtained through his/her physician's office. Students who do not have health insurance may arrange for the vaccination series through the St. Louis County Health Department and/or the Lake Superior Community Health Center.

2. Mantoux Test/Chest X-Ray

Clinical sites, including the Lake Superior College Physical Therapy Clinic, require students to present results of a recent chest x-ray or Mantoux test for tuberculosis prior to the start of a clinical experience. Sites differ as to how recent these tests need to be, but generally the test should be done within three months prior to the start of the clinical experience. All PTA Program students and faculty must have a

Mantoux test read and documented prior to starting the Clinical Experience I and III courses.

3. Students and faculty will provide records of current immunizations, including but not limited to MMR and Hepatitis B, as well as immunity status for tuberculosis and chickenpox, to the PTA Program Director.
4. A physical examination is required of all health occupations students prior to entering a health occupations program. Copies of completed physical examination forms are kept in locked files in the office of support staff for Allied Health and Nursing. Students will annually be asked to sign a statement attesting to no changes in health status. **If, at any time during the program, a student's health is at risk of being a danger to fellow students, to patients in the LSC PT clinic, and/or during full-time clinical experiences, the student is to report the illness, avoid patient care and, if requested, provide proof of satisfactory health status in writing to the program. Faculty may remove students from class or clinic if safety issues related to the student's health are present.**

J. PTA PROGRAM EQUIPMENT TESTING

Policy: To maximize safety of students and patients, all electrical equipment owned and used by the Lake Superior College Physical Therapist Assistant Program will be annually inspected and labeled by qualified biomedical engineers. The procedure follows:

1. A qualified clinical biomedical engineer will be scheduled to visit during the month of August. This is the "Preventive Maintenance Program."
2. The biomedical engineering department will provide LSC with:
 - a. Annual equipment testing and calibration.
 - b. Labeling that verifies testing and calibration.
 - c. Documentation of testing results.
 - d. Repair as needed.
3. The PTA Program will provide the biomedical engineer with a list of current electrical equipment in the PTA Program.
3. Wheelchairs and treatment tables are inspected annually by the PTA Program lab assistant. Repairs are made or arranged by the program as needed.
4. Any real or potential equipment safety concerns discovered by students should be immediately reported to a PTA Program faculty member and the equipment should be labeled and taken out of use until deemed safe.

K. PERSONAL PROPERTY AND VALUABLES

Lake Superior College and the Physical Therapist Assistant Program do not accept responsibility for loss of personal items. Students should be aware that theft does occur on campus and secure their valuables accordingly.

L. MEDICAL EMERGENCY IN THE CLASSROOM OR IN CLINICS

Students are expected to respond quickly to ANY sign of an emergency. If the emergency occurs during a clinical experience, students should follow the clinic's emergency policy. Universal methods of treatment common to nearly all emergencies are listed:

1. DO NOT LEAVE THE PATIENT.
2. Place the patient in supine position. (Exception: Respiratory problems and chest pain can be handled in semi-supine position, 20 degrees from horizontal. If the patient has fainted, place the patient in a Trendelenburg position - head down.)
3. If someone else is in the room, ask him/her to report the emergency to a faculty member or clinical supervisor.
4. If appropriate, call for medical assistance (911) from the nearest phone or have someone else call. When in doubt, call 911.
5. Assess vital signs.
6. Establish and maintain open airway, respiration, and pulse (begin CPR).
7. Transport ONLY after acute emergency has been treated.
8. Control bleeding by applying direct pressure to site until an instructor or clinical supervisor arrives.

The Lake Superior College Health Service office offers care for minor illness, first aid treatment, and referrals to health care agencies and medical providers. Their telephone number is 733-1092.

If a PTA Program student is the injured person, costs for emergency services will be the responsibility of the student.

M. FINANCIAL AID

In order for students to receive student loans and grants, advisor documentation of satisfactory progress and attendance may be required. For further information about financial aid, students should contact a representative from the LSC Financial Aid Office.

N. CONFIDENTIALITY/DATA PRIVACY

Policies

1. LSC has designated that certain data is considered public or private data. See the LSC Student Handbook for details of this policy.
2. In keeping with LSC's Data Privacy Policy, the PTA Program attempts to maintain privacy/confidentiality in the following manner:
 - a. Grades are posted electronically using the LSC Virtual Campus. Students must log in to see their grades.
 - b. Exams and quizzes are returned in a manner that does not expose the resulting grade.
 - c. Immediate feedback is provided after practical exams and skill checks with only the student and the instructor(s) present. When necessary or helpful (i.e., something from which the entire group of students may benefit), instructors will obtain permission to provide feedback in front of other students.
 - d. Faculty will follow the Physical Therapist Assistant program's "Letter of Recommendation" policy. (See below)
 - e. Adjunct faculty (including clinical instructors) must follow the same confidentiality/data privacy policies that LSC and the PTA Program core faculty follow.
 - f. Per LSC policy, requests for student information from any government agency will be referred to the Enrollment Services Center office.
 - g. Students sign a confidentiality form which applies to maintaining the privacy and confidentiality of patients during all clinical experiences; training in privacy and confidentiality, including the Health Insurance Portability and Accountability Act (HIPAA) of 1996, occurs during the annual Safety/Infection Control inservice. The Lake Superior College Physical Therapy Clinic follows HIPAA guidelines; persons who suspect a violation related to HIPAA related to the clinic should contact the HIPAA compliance officer, Brenda Martin, at (218) 733-5920.

3. Occasionally the PTA Program receives requests to provide student information. In order to comply with the data privacy policy, the PTA Program asks that each student complete a Data Privacy Release Form during the program orientation regarding release of this information. Students may indicate on this Release of Information Form any or all information they agree to be released.

Students who would like to request that other information be considered private should inform the Program Director in writing of specific requests.

4. Letters of recommendation/references

Since it may be desirable to have a faculty member write a letter of recommendation for a current or former student, the following process is used to maintain the student's privacy:

- a. The student must complete a "Release of Information" form, available from the PTA Program Director (this form may be available electronically).
- b. The completed "Release of Information" should be given to the PTA Program Director and will remain in the student's permanent file.
- c. The faculty will then write the letter of recommendation, and send it as requested by the student.

O. STANDARD PRECAUTIONS

"Right-to-Know" and "Standard Precautions" information will be provided annually during a mandatory training at the beginning of fall semester in preparation for working in the PT Clinic. Content includes but is not limited to:

- a. HIV
- b. Hepatitis B
- c. Universal Precautions/Infection Control
- d. Chain of infection

All students must demonstrate satisfactory understanding of this information by passing a test with a score of 75% or better.

P. WHIRLPOOL CLEANING AND SANITIZING PROCEDURES

To ensure the safety of students, patients, and staff, the following steps should be followed:

1. Persons cleaning the whirlpool should wear gloves, mask, goggles and a gown during cleaning.
2. Unplug and pull out hydrocollators, take cover off drain located on floor.

- Attach hose to drain outlet on whirlpool, place other end of hose in drain on floor.
3. Open drain valve, rinse with clean water and close drain valve.
 4. Place bucket under turbine, put in 3 oz of Sanizene followed by 3 gallons of water. While scrubbing all areas inside of whirlpool, run turbine for 10 minutes in disinfectant.
 5. Drain tank and rinse with clean water, run turbine in bucket of clean water for 10 minutes.
 6. Dry tank with clean towel and cover with sheet.

Q. OSHA REGULATIONS

A listing of all hazardous substances found in LSC is found on the computer network in the library at <http://www.ilpi.com/msds/#Internet>. A Material Safety Data Sheet Manual, which includes all substances used in the PTA Program lab, is available in E1143.

R. LAUNDRY USAGE

In order to keep laundry costs to a minimum, students should conserve laundry by doing the following in lab courses:

Towels

1. Discard towels that have come in contact with hair and/or skin.
2. Hang to dry any wet towels that were sandwiched between a hot pack cover and a towel that touched the "patient." These wet towels can dry and be used again.
3. Towels that were used for positioning may be folded and returned to the top of the laundry cart.
4. Discard any towels that are soiled with dirt, sweat or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel. (See "Washcloths")
5. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be clean and can be returned to the top of the laundry cart.

Pillowcases

1. Discard pillowcases that were in contact with hair and/or skin.
2. Fold and return pillowcases that were on pillows used for positioning and did not come in contact with skin.

Sheets

1. Fold and replace on top of the laundry cart sheets that do not appear dirty.
2. Discard sheets with mineral oil, ultrasound gel, e-stim gel, marks from shoes, wet from hot packs.

Bath Blankets

1. Fold and replace on top of the laundry cart blankets that are clean.
2. Discard blankets that are obviously soiled.

Washcloths

1. Use a washcloth instead of a towel for wiping off gel and mineral oil.
2. Discard washcloths.

Clinic

1. Use only linen from inside laundry cart.
2. Change and discard all linens from PT Clinic.

S. ACCREDITATION POLICIES

1. The Physical Therapist Assistant (PTA) Program will submit all required accreditation fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates in a timely manner.
2. The PTA Program will notify the Commission on Accreditation in Physical Therapy Education (CAPTE) of expected or unexpected substantive change(s) within the program, and of any change in institutional accreditation status or legal authority to provide post-secondary education in a timely manner.
3. The PTA Program will notify the following of any adverse accreditation decision in a timely manner:
 - a. program faculty,
 - b. prospective students,
 - c. all facilities contracted to provide clinical education for LSC PTA Program students in association with the PTA Program
 - d. the appropriate college committees including Academic Policy Committee, Curriculum Committee and the sub-committee on Academic Standards
 - e. program advisory board
4. The Program will come into compliance with accreditation criteria within two years of being determined to be out of compliance.
5. The PTA Program will track and maintain records of all complaints about the program.

T. ACCREDITATION PROCEDURES

1. The Program Director will initiate processing of a purchase order for the annual accreditation fee with the college Business Office/Accounts Payable by September 30th of each academic year. The Program Director will provide follow-up to ensure payment by the deadline.

The Program Director will be responsible for the completion and submission of all progress reports, accreditation reports, the program accreditation self study and any other requested documentation by the time lines established by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Program Director will notify CAPTE of any delays in the submission of the requested documentation through communication with the Department of Accreditation of the American Physical Therapy Association (APTA).

The Program Director will elicit appropriate assistance in gathering data for and completing the requested documentation from the following:

- 1 Academic Coordinator of Clinical Education
- 2 Program faculty (academic and clinical)
 - Appropriate college administrators and staff
 - PTA Program Advisory Board
 - Others as appropriate

Reports of graduation and employment rates, as well as performance on the National PTA Examination (licensing examination), will be maintained by the Program Director. Appropriate copies will be shared with the PTA Program Advisory Board.

2. The Program Director will notify CAPTE through the Department of Accreditation of the APTA within two weeks of any substantive change(s) within the program, as well as any change in institutional accreditation status or the legal authority to provide post secondary education.
3. In the event of an adverse accreditation decision, the PTA Program will notify in writing the appropriate constituencies of the accreditation status.
 - a. Program faculty will receive notification via email or at their home address if not teaching the semester of the decision.
 - b. Current students will receive notification via email or at their home address if not on campus the semester of the decision.
 - c. Prospective students will be notified by the insertion of a letter in the current program information packet indicating the change in accreditation status.
 - d. The College Recruiter and Office of Enrollment personnel will be instructed to give prospective students clear and accurate information regarding the program's accreditation status.
 - e. Clinical facilities contracting with the PTA Program will be notified via a mailing to the Center Coordinators of Clinical Education.
 - f. The Academic Policy, Curriculum Committee and Sub-committee on Academic Standards will receive notification via a memorandum to the

committee chairperson. The Program Director will attend any committee meetings s/he is invited to attend to discuss the accreditation status.

In the event of accreditation withdrawal, two other physical therapist assistant programs will be contacted to begin linkage/transfer processes.

4. Should the PTA Program be out of compliance with any accreditation criteria, the Program Director will be responsible for preparing the necessary follow-up reports to achieve compliance.

The Program Director will elicit appropriate assistance in gathering data for and completing the follow-up reports from the following:

- 1 Academic Coordinator of Clinical Education (ACCE)
 - Program faculty (academic and clinical)
 - Appropriate college administrators and staff
 - PTA Program Professional Advisory Board
 - Others as appropriate

Copies of the follow-up reports will be sent to the Dean of Allied Health and Nursing for review.

5. Student complaints regarding specific course or instructor issues will be first handled with the individual instructor. If resolution is not made through the meeting with the individual instructor, the student initiating the complaint will be asked to place the complaint in writing providing as much detail as possible and submit the formal complaint to the Program Director within thirty (30) days of the event(s) initiating the complaint. The Program Director will then meet with the given parties and attempt to resolve the complaint. Should this mechanism not be adequate for the given parties, the complaint will be taken to the Dean of Allied Health and Nursing.

Academic grievances will be handled following the college's Academic Grievance Policies and Procedures, which are addressed in the college Student Handbook.

Complaints regarding the program from the public, clinical education sites, employers, prospective students or current students that are not related to a specific course or instructor will be first handled by the Program Director. The person initiating the complaint will be asked to place the complaint in writing providing as much detail as possible and submit the formal complaint to the Program Director. The Program Director will then, as needed, meet with the given parties and attempt to resolve the complaint. Should this mechanism not be adequate for the given parties, the complaint will be taken to the Dean of Allied Health and Nursing.

The Program Director will maintain a record of all formal written complaints regarding the program and their resolution for a period of eight (8) years.

U. MEETINGS

1. Core PTA Program faculty will formally meet 1-2 times per month to discuss program and student issues. Agenda items include, but are not limited to, student issues, program issues, clinic issues, curriculum, accreditation, and clinical education. Minutes will be recorded.

A PTA Program faculty retreat will be held twice per year. Adjunct faculty will be invited to attend. Minutes will be recorded.

Informal or unscheduled faculty meetings will occur as needed, either in person, on the phone, or by e-mail.

2. An informal group PTA Program faculty/student meeting will be held once per month to share information relevant to the program. Individual meetings with students and faculty will be scheduled as needed.
3. PTA Program Advisory Board meetings will be held two to three times per year per the Board's constitution. Minutes will be recorded.
4. Health Program Coordinators meet one to two times per month with the Dean of Allied Health and Nursing. Minutes will be recorded.
5. Health Division faculty meet once per semester with the Dean of Allied Health and Nursing. Minutes will be recorded.
6. PTA Program core faculty will participate in college-wide committees as their schedules allow.
7. Adjunct faculty will be invited to participate in appropriate program and college-wide committees and meetings.
8. Students and faculty representatives from The College of St. Scholastica Physical Therapy Program and the Lake Superior College Physical Therapist Assistant Program will make up the Lake Superior College Physical Therapy Clinic Advisory Board and will meet formally one to two times per year as needed to discuss issues related to the Lake Superior College Physical Therapy Clinic. Minutes will be recorded.

V. FACULTY ASSESSMENT AND DEVELOPMENT

1. Program faculty

The PTA Program follows the college's faculty assessment and development plan.

In addition, the PTA Program follows an internal faculty assessment and development plan. Between the two plans, assessment of faculty occurs through portfolios, peer feedback, administrative evaluation, student course opinion surveys, and annual self-evaluation. Plans for development are written by faculty on an annual basis and reviewed with an administrator and another faculty member at least annually.

2. Guest lecturers

Students complete an evaluation for each guest lecturer. Faculty compile results of these evaluations and use the data when considering whether to continue to utilize specific guest speakers in the future. When guest speakers receive an average of 75% or less on any particular item on the guest speaker evaluation form, faculty discuss this result at program faculty meetings to determine if any corrective action is needed. Corrective action may include consultation and/or development activities with the guest speaker and/or a decision to discontinue use of the guest speaker in the future. Faculty also use professional judgment and consider course objectives when determining the appropriateness of using guest speakers.

3. Clinical faculty

Clinical faculty will be evaluated individually and in the aggregate.

The Academic Coordinator of Clinical Education (ACCE) will evaluate effectiveness of individual clinical instructors' teaching during each period of active teaching of students. The ACCE will recommend to the clinical instructor appropriate development activities as necessary for improvement of teaching. When distance prevents the ACCE from making a site visit, the ACCE may ask the CCCE to complete the evaluation of the clinical instructor's teaching using a form provided by the program.

The ACCE will evaluate the aggregate effectiveness of the clinical education program annually, considering availability and variety of clinical sites, results of clinical education-related surveys, results of clinical instructor evaluations, and other qualitative data collected by the ACCE. The faculty, under advisement of the ACCE and within the Physical Therapist Assistant Program's Evaluation Plan, will recommend a development plan or activity for the aggregate clinical faculty, and or recommend changes to the clinical education program as appropriate. The PTA Program Advisory Board will be involved in making decisions regarding substantial changes to the clinical education program.

The program also participates in regional clinical education consortium activities. The consortium member institutions locally assess the effectiveness of clinical education and identify areas needing development, and the consortium (representing physical therapist assistant education programs in the region) collectively implements development activities. These activities generally are larger in scope than individual programs can support and/or implement and have included programs for credentialing of clinical instructors, supervision and direction

in physical and reimbursement issues relating to students participating in clinical education.

W. PROGRAM ASSESSMENT

The PTA Program strives to produce graduates who meet program outcomes and provide safe and effective physical therapy services to patients. In order to determine whether these outcomes are met, the program relies on a formal Program Evaluation Plan. As part of this Program Evaluation Plan, the program regularly collects, reviews, and synthesizes data to help determine effectiveness of the program in meetings its mission, philosophy, goals, and objectives. The process of program assessment includes the following steps:

- identification of areas of assessment
- assignment of responsible persons
- determination of appropriate sources of information to collect
- analysis of collected information
- establishments of time lines and benchmarks
- determination of need for action or change
- implementation of needed changes
- review of changes made to determine impact on the program

Areas of program assessment include those outlined in section 4.1 of the Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants (effective January 1, 2002). The PTA Program Advisory Board is involved in the program assessment process on a consultative basis to help with interpretation of collected data and to help with determining need for changes.

Program Evaluation Plan - Processes

The Program Director is responsible for development and implementation of the Physical Therapist Assistant Program Evaluation Plan, which includes the curriculum evaluation plan and the resources evaluation plan.

A. Summary: The curriculum evaluation plan is based upon the continuous and interlinked processes of determination of educational goals and objectives, measuring attainment of educational objectives (development of data collection tools, collection of data and analysis of the data), determination of corrective action(s) and implementation of corrections.

1. Data collection tools and sources include the following:

- Annual surveys of students in the program;
- Annual survey of clinical instructors who supervise students during full-time clinical experiences;
- Bi-annual survey of graduates from the program;

- Bi-annual survey of the employers of graduates from the program;
- Survey of patients who receive physical therapy interventions from program students
- Outcomes Assessment Plan results for students completing the program;
- Qualitative data when available from faculty or other sources.

2. Analysis of the data is the responsibility of the faculty and the Advisory Board. The criteria for analysis for corrective action are data that fall below established thresholds for the expected outcome. Thresholds vary by data source and are specifically specified for each data source listed in the program's Outcomes Assessment Plan. When not specifically listed for a data source, analysis for corrective action is warranted by achievement of an outcome at 75% or lower (when all responses are averaged). Corrective action will also be considered at the request of the faculty or Advisory Board if quantitative or qualitative data raises concern that action may be necessary. Analysis should include determination of the need for data from additional formats or sources.

3. Corrective action will be implemented based on the judgment of the faculty and the Advisory Board. Corrective actions may include modifications to the:

- Curriculum, including the sequence of the courses in the curriculum, the general education requirements in the curriculum and/or the comprehensive curriculum;
- Learning activities in one or more courses;
- Student selection, grading criteria, processes and tools for measuring learning, or the advising process;
- Textbooks, learning resources (library holdings, lab equipment, Learning Resource Center resources, teaching and learning technology, etc.);
- Teaching strategies, teaching assignments and/or development plan for individual or all faculty member(s) including clinical instructors.

4. Annual agenda related to the curriculum evaluation plan (activities to be completed by the Program Director unless otherwise noted)

a. Data collection - fall semester

- Survey graduates from the program (approximately 18-30 months after graduation);
- Survey the employers of the graduates from the program (approximately 18-30 months after graduation);
- Survey current students about to begin full-time clinical experiences
- Program Director Effectiveness survey

b. Data collection - spring semester

- Survey clinical instructors who supervise students during full-time clinical experiences
- Survey current program students
- Outcomes Assessment Plan results for students

completing the program. This process may include representatives from the Advisory Board (optional);

- Faculty complete annual course self-assessment and faculty development plans
- Survey of patients who received physical therapy interventions from program students during full-time clinical experiences

c. Analysis - fall semester

- PTA Program faculty analyze Outcomes Assessment Plan data from the previous year;
- PTA Program faculty and Advisory Board assess the continuing need for the program.
- PTA Program faculty and Advisory Board assess the appropriateness of program admissions criteria and process;

d. Analysis - spring semester

- Determine predictive ability of admissions criteria and process.
- PTA Program faculty assess the curriculum (individual courses and full curriculum) for the need for adjustment or corrective action.
- PTA Program faculty and Advisory Board determine need for a revision of the program's mission, goals and objectives;
- PTA Program faculty and Advisory Board review criteria (threshold) for analysis for need for adjustment or corrective action;

e. Corrective action - fall semester

- Revise curriculum/learning activities as appropriate;
- Revise size/existence of the program as appropriate.
- Revise program mission, goals or objectives as appropriate;
- Revise criteria/thresholds as appropriate;
- Revise admissions criteria as appropriate;

B. Summary: The **resources evaluation plan** assesses the effectiveness of resources supporting teaching and student learning. The resources evaluation plan is based upon applying the conclusions from the analysis of the curriculum evaluation plan to the process of identifying necessary resources, analysis of the effectiveness of resources and determination of corrective action that may include acquisition of additional resources or modification of the use of existing resources.

1. Identification of resources will include, at a minimum:

- Budget
- Academic facilities, equipment and texts;
- Technology for teaching and learning;
- Student selection, enrollment and grading criteria;
- Learning Resource Center resources;
- Human resources (staffing/availability);
- Institutional and program policies and procedures;
- Effectiveness of core and adjunct faculty
- Effectiveness of clinical faculty
- Effectiveness of the clinical education program

2. Annual agenda related to the resources evaluation plan (activities to be completed by the Program Director unless otherwise noted):

a. Data collected - fall semester

- teaching assignments
- technology for teaching and learning
- program faculty evaluation (core and adjunct)
- advisor evaluations
- program director effectiveness surveys
- effectiveness of the clinical education program
- budget reports from previous fiscal year

b. Data collected - spring semester

- academic facilities, equipment and texts
- student and faculty feedback regarding policies and procedures
- Learning Resource Center resources
- enrollment and admission process
- grading criteria
- program faculty evaluation (core and adjunct)
- clinical faculty evaluations

c. Analysis – fall semester

- 1 Program faculty assess data collected above

d. Corrective action – Spring semester

- 2 PTA Program faculty recommend necessary resources and/or modifications to policies or procedures based on results of analysis of data; PTA Program Advisory board may be asked to provide input into these recommendations.

C. Develop reports, including data, analysis, corrective action taken and results of corrective action taken. These reports include:

1. Budget request for the next academic year

2. Annual program report, which includes:
- a. Report on clinical facilities (with input from ACCE), including:
 - status of written contracts
 - statistics about clinical sites (number active, type, number cancelled)
 - b. Report on program students/graduates, including:
 - number of graduates
 - enrollment information, including attrition rate
 - licensure exam pass rates for previous academic year
 - placement rate for previous academic year
 - results of employer and graduate surveys
 - report on student club activities
 - student award recipients
 - c. Report on program initiatives, community outreach and recruitment
 - d. Report on Program Evaluation Plan results
 - academic facilities, equipment and texts
 - Learning Resource Center resources
 - adequacy of technology for teaching and learning
 - curriculum strengths and weaknesses
 - clinical education program evaluation results
 - e. Report on faculty, including
 - faculty activities, including teaching assignments
 - faculty evaluation results
 - the establishment of individual and/or faculty-wide development plans (see also: faculty evaluation plan, section IV.U.)
 - f. Summary of program strengths
 - g. Summary of program needs
 - h. Program Advisory Board minutes and membership
 - i. Reference to Program's Outcomes Assessment Plan

X. CURRICULUM REVIEW AND MODIFICATION

Curriculum review occurs formally as part of the Program Evaluation Plan. In addition, program faculty officially discuss the program curriculum at the spring faculty retreat.

The program planner, specific courses, and results of program assessment measures are reviewed to determine whether changes may be warranted. In addition, the process of curriculum review occurs throughout the year and involves surveys, conversations, correspondence, and meetings with stakeholders (students, advisory board members, employers and faculty) regarding potential curricular revisions. Results of surveys from clinical education faculty, employers, current students, graduates, and advisory board members, as well as results of the PTA Program Evaluation Plan, help core faculty analyze current curriculum content and structure and determine whether the curriculum meets program and student needs. Strengths and weaknesses of the curriculum are identified based on this review and proposed changes are discussed with the goal of meeting program goals and objectives.

The program considers multiple factors when considering making changes to the curriculum, including, but not limited to, the changing roles and responsibilities of the physical therapist assistant, state practice acts, APTA guidelines, changes in the health care delivery system, current and evidence-based practice trends, accreditation criteria, the Normative Model for PTA Education, and educational theory and methodology. The program also uses the results of the annual program Outcomes Assessment Plan and the "action taken" portion of this report to demonstrate how information obtained from the assessment of performance of graduates is used in the review and revision of the curriculum.

The program follows college policy and procedure in reviewing and modifying the curriculum. This process involves obtaining approval of curriculum changes from the health division, the faculty union, and the Academic Affairs and Standards Council.

Y. PROGRAM EFFECTIVENESS PLAN

The PTA Program follows a chronological Program Effectiveness Plan which outlines scheduled tasks and events carried out in the operation of the program. Students may, by request, view this document in the PTA Program Director's office.

V. CLINICAL EDUCATION

A. MISSION AND PHILOSOPHY

1. CLINICAL EDUCATION MISSION

The mission of the clinical education portion of the Physical Therapist Assistant curriculum is to provide on-the-job training experiences designed to prepare the student for their

role as safe and effective physical therapist assistants. The clinical experiences provide opportunity for the student to apply and synthesize the knowledge, skills, and attitudes learned during the didactic portion of the curriculum. The clinical education courses provide for a variety of learning opportunities to prepare the student for employment as a physical therapist assistant in a variety of clinical settings and in local, regional, and national communities.

2. CLINICAL EDUCATION PHILOSOPHY

The clinical education portion of the Physical Therapist Assistant curriculum follows the program's philosophy that learning is best accomplished by doing. Faculty believe that learning is further enhanced when the didactic curriculum is integrated into the clinical setting in a systematic progressive manner. In addition, faculty believe the student is responsible for successfully applying and synthesizing the didactic information under the guidance of the supervising clinical instructor.

B. GENERAL PROCEDURES

1. During the first three semesters in the PTA Program, the student will treat patients in the college's Physical Therapy Clinic, beginning with introductory tasks and fundamental treatment activities under close supervision of the faculty. Complexity of treatment activities increases and amount of supervision decreases as the student progresses through the first three semesters.
2. The student will progress to three full-time clinical experiences in community physical therapy clinics during the fourth semester in the program. The student will be placed in three different types of clinics, serving a wide variety of patient populations. During each full-time clinical experience, the expectation of student performance and degree of supervision will progress from week to week, beginning with primarily observation and assisting to independently managing a moderate caseload of patients by the last week of the clinical experience.
3. The expectation of student performance and degree of supervision progresses with each full-time clinical experience until the student is demonstrating entry-level skills, knowledge, and professional behaviors upon completion of the third full-time clinical experience.
4. The ACCE will provide each clinical site with a current copy of (or access via internet to) a comprehensive clinical education manual.
5. The PTA Program will notify clinical sites in writing when substantial changes are made regarding clinical education design, policy, and/or procedures.
6. The ACCE will attempt to make an on-site visit to all active sites when students from LSC are completing full-time clinical experiences at the site, although budgetary

restrictions may limit the ability to visit sites, especially those further than 100 miles from LSC. Active sites are defined as sites at which students have completed a full-time clinical experience within the recent past.

C. CLINICAL SITE SELECTION

1. POLICY: ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)

SELECTION OF CLINICAL EDUCATION SITES FOR FULL-TIME CLINICAL EXPERIENCES

Clinical education sites for full-time clinical experiences are selected based on the experiences the site can provide a student PTA, willingness of the site to work with students, the site's past experiences in clinical education, availability of a PT for on-site supervision, qualifications of the center coordinator of clinical education (CCCE) and clinical instructor (CI), and location. The minimum qualifications for a CI are at least one year of clinical practice and willingness to work with a student. Some degree of clinical instructor training is preferred. It is also preferred by the program that the clinical instructor possess high levels of motivation, strong interpersonal skills, a solid knowledge base about physical therapy, and the ability to help student learn to apply knowledge to the treatment of patients. The ACCE will provide opportunities for training. The ACCE also annually sends a certificate of appreciation to clinical instructors who have worked with students.

2. PROCEDURES: ACADEMIC COORDINATOR OF CLINICAL EDUCATION (ACCE)

SELECTION OF CLINICAL EDUCATION SITES FOR FULL-TIME CLINICAL EXPERIENCES

The ACCE interviews the CCCE of the facility to determine if the facility could be a possible clinical education site for the program. The ACCE uses a screening form for the interview and reviews the Clinical Site Information Form (CSIF). If possible, the ACCE visits the facility before sending a student. If this is not done, the ACCE makes every effort to visit the facility when the student is there. Due to financial and time constraints, it usually is not possible for the ACCE to visit clinical sites that are more than a day's drive or require airfare to get there. The ACCE will consult other ACCE's to learn more about unfamiliar clinical facilities in other states.

3. POLICY: MEMORANDUM OF AGREEMENT (MOA) – CONTRACTS

All clinical education sites must follow the “Memorandum of Agreement (MOA) between the Board of Trustees of the Minnesota State Colleges and Universities (MNSCU), Lake Superior College, and the Facility.” The program cannot use a facility as a clinical site if that facility requires the facility’s contract and refuses to sign the MNSCU contract. It is acceptable to sign both the MNSCU contract and the facility’s contract as long as the legal counsels for the college and the facility agree. The program cannot use a facility as a clinical site if the facility insists upon a “hold harmless” clause in the contract. This is a State of Minnesota contract and the content is determined through the State Attorney General’s office.

4. PROCEDURES: MEMORANDUM OF AGREEMENT (MOA) – CONTRACT

Contracts are managed by the secretary for the Dean of Allied Health and Nursing. Signed original contracts are kept on file with the secretary. Copies of the signed contracts are kept with the ACCE in each clinical site’s file.

The secretary sees that contracts are renewed when the contract expiration date is reached. The ACCE keeps the secretary informed as to which sites are active and which sites have been discontinued. The ACCE is responsible for seeing that all contracts with facilities where students will be going during the school year are up-to-date.

Content of the contract is reviewed and/or revised when questions or situations arise or when program, student, or facility needs change. Questions are referred to the school’s legal representative at the State Attorney General’s office. Discussion about changes in language for clinical contracts also takes place among the Dean of Allied Health and Nursing, other Health Program Coordinators or ACCEs, specific clinical facilities, and as needed, the PTA Program Advisory Board.

5. POLICY: STUDENT SELECTION OF FULL-TIME CLINICAL EXPERIENCE SITES

Students must successfully complete all general education and PTA Program courses listed for semesters I, II, III and summer session on the student’s current PTA Program Planner before starting courses in semester IV. The clinical experience sites are selected on a lottery basis.

September 28 is the deadline for all clinical site selections for the following spring semester. Sites must be chosen by the student and finalized by the ACCE by this date. If the student has not chosen a site or the site has not finalized its contract with the ACCE, the ACCE will assign an alternative site to the student if available. The Physical Therapist Assistant Program does not guarantee an alternative facility placement. If no facility placement is available, or the student refuses to attend the alternative site, the student may not be able to graduate from the Physical Therapist

Assistant Program or graduation may be delayed.

Special clinical experience arrangements and reasonable accommodations can be made for students with a documented disability who are working with the LSC Disabilities Counselor.

6. PROCEDURES: STUDENT SELECTION OF FULL-TIME CLINICAL EXPERIENCE SITES

a. Clinical Experience Requirements

During the final semester in the PTA Program, students will complete full-time internships at three (3) different clinical sites (Clinical Experience IV, V, and VI):

1. In a long-term/extended care facility or rural hospital with long-term care.
2. In a general hospital or rural hospital facility.
3. In either a rehabilitation facility, home health care, sports medicine, outpatient, pediatric clinic, or combination setting.

Included in these clinical experiences, the student must have opportunity to focus primarily on the treatment of three (3) types of patient populations:

- * The patient in the acute phase of healing
- * The patient with orthopedic diagnoses
- * The patient with neurologic diagnoses

b. Introduction to the Selection Process

Although LSC has contracts with most physical therapy facilities in the Duluth/ Superior (local) area and in communities that are within a 90-mile radius from Duluth (commuting distance), there may not be enough of these facilities available during each full-time clinical experience period to accommodate all students. This may be due to the size of the class, competition for sites with other PT and PTA programs, and/or due to unexpected staffing changes that occur at the facilities. For example, a site may agree to take a student, but need to cancel later because a therapist leaves and the facility may be understaffed during the time the student was to be there. **Therefore, all students entering the PTA Program should expect to attend a full-time clinical experience in at least one clinic located too far away to commute on a daily basis.**

All students should PLAN AHEAD and make arrangements to allow out-of-town clinical experiences to be possible. Suggestions include:

- Putting money aside for expenses when the student cannot work during the clinical experience time period;
- Making advanced arrangements for child care;
- Exploring physical therapy clinics in areas where family and/or friends live;
- Obtaining a loan or some other type of financial aid to cover expenses.

The clinical site selection process is a lottery system designed to give all students equal opportunity to sign-up for all sites.

c. Selection Process:

1. Students will be given a listing of clinical sites available for each of the three full-time clinical experiences (Clinical Experience IV, V, and VI). Students will plan their 1st, 2nd, 3rd, etc. choices for each clinical experience. Information about the sites can be found in the Clinical Site File located in the PTA Program lab and/or the clinical site computerized database. Students should use these resources to help with these decision-making processes.
2. At a scheduled time, all students will gather for a lottery drawing of numbers which will determine the order in which the students will sign-up for the clinical sites. All students should be present for this meeting.
3. After this initial sign-up, there will be a time period during which students can negotiate with each other and changes can be made.
4. A date will be set after which no changes can be made unless at the discretion of the ACCE.
5. The ACCE has the discretion to revise clinical assignments to assure the student meets the educational objectives or if reasonable accommodations need to be made.

d. Selecting Clinical Sites Not on the PTA Program Site List:

If a student wishes to go to a location which does not have a contract with the PTA Program list, a "custom-designed" site may be arranged. "Custom-designed" sites are used ONE TIME only. If the CCCE at that site decides they want to serve our PTA Program students on a regular basis, the facility is placed on the PTA Program Clinical Site List and will be an option to all future PTA Program students.

In general, a clinical site will be “custom designed” for a student only when there are no sites available on the PTA Program regular site list where the student is able to attend (the PTA Program will not set up a clinical site only because it would be a fun place to go or because the student hopes to work there after graduation).

To "custom-design" a clinical site:

1. The student must research the area and obtain a list of three (3) potential clinical sites.
2. The student will contact the sites to see if they do take PTA students, and might have availability during the desired clinical experience time period.
3. The student will give the ACCE the full name of the facility, the address, telephone number, and the name of the contact person (CCCE). The student will provide the names of only those facilities able to take a student during the desired time period.
4. The ACCE will talk with the contact person (CCCE) and will confirm, approve, and finalize the clinical arrangements.
5. If contracts for custom sites are not accepted by the custom site and require review by the Minnesota State Attorney General’s office, the custom site will not be used. Fees charged by the Minnesota Attorney General’s office to review custom contracts are prohibitive.

e. Attending Clinical Facilities that are "Distant”:

The student is best served when the ACCE can periodically visit the clinical facility to become acquainted with the staff and equipment in the department. The ACCE should also be able to make an on-site visit to help the student and CI resolve a difficult situation or conflict if the need occurs.

A student may request a clinical experience in a community located too far away for it to be practical for the ACCE to make on-site visits. These communities are called "distant" sites and are defined as taking more than 6 hours to drive to, located more than 350 miles from Duluth, and/or costs to fly there on short notice are more than \$500.00. The student choosing a "distant" clinical site must be a student in which the ACCE has confidence that there will be a minimal chance of difficult problems occurring. Therefore, the ACCE MUST APPROVE the student’s site selection.

For permission to attend a "distant" clinical facility, the ACCE will consider the following:

- Student's most recent GPA and course grades
 - Satisfactory completion of all courses listed on the PTA Program Planner prior to the clinical experience
 - Student's attendance habits
 - Professional behaviors as demonstrated throughout the school year(s)
 - Student's status in the program (program academic probation, etc)
 - Site's ability to meet the clinical experience criteria
 - Site's agreement to a contract
- f. Cost of food and housing are the responsibility of the student for all sites, whether local, commuting distance, or "distant."
- g. Cost and liability of travel to and from clinical sites as well as during the clinical experience are the responsibility of the student. This includes travel to homes for home health visits, travel to various schools, and travel between satellite clinics.
- h. Clinical sites should be different from past or present employment sites. This will increase the student's awareness of a variety of health care opportunities.
- i. The Academic Coordinator of Clinical Education has priority to assign students to certain sites for "special" needs or accommodations for disabilities.

D. CLINICAL EXPERIENCE PREPARATION

1. POLICY: NON-ACADEMIC REQUIREMENTS FOR PROGRAM CLINICAL EXPERIENCES (PT CLINIC AND FULL-TIME CLINICAL EXPERIENCES)

PTA Program faculty and the student work together to ensure the student has the following non-academic requirements prior to starting the clinical education portion of the program:

- Physical exam
- Immunization record
- Mantoux test or chest x-ray results within three months of the beginning of the clinical experience
- Hepatitis B vaccinations
- Picture Identification name tag (purchased through LSC)
- CPR training

- Completed background checks with satisfactory results
- Liability insurance (provided through the school)
- Student understanding that he/she may be subjected to drug testing at a clinical facility
- Safety/Infection Control training
- Facility-specific patient confidentiality statement form signed (if requested by an individual clinical site)

2. PROCEDURES: NON-ACADEMIC REQUIREMENTS FOR PROGRAM CLINICAL EXPERIENCES (PT CLINIC AND FULL-TIME CLINICAL EXPERIENCES)

- a. The student receives the physical exam/health record form during spring orientation when being admitted into the PTA Program. The completed health record is turned in to the PTA Program Director within the first two weeks of the fall semester of the first year in the program, and is kept on file in the office of support staff for Allied Health and Nursing. At the beginning of the student's second year, the student updates the health record, **makes a copy for his her own records**, and returns the original form to a PTA Program faculty member who return the records to the office of support staff for Allied Health and Nursing. The student should directly submit his/her health record to the clinical site if the facility requests a copy. **The PTA Program will not send copies of health history forms to the student.** The ACCE must receive written permission (data release form) to send a copy of health record to the clinical site.
- b. Immunization records are included on the physical exam form.
- c. The student must submit a copy of Mantoux test results and/or chest x-ray results at the beginning of the school year. Students must follow facility-specific clinical site requirements for up-to-date Mantoux results.
- d. The student is strongly encouraged to obtain Hepatitis B vaccinations and provide evidence of completion of the series. The student signs a waiver or refusal form if he/she does not wish to get the vaccinations.
- e. The student is responsible for maintaining current Adult, Child, and Infant CPR certification throughout the program.
- f. Criminal background checks, required by state and federal law, are initiated by the student or ACCE upon admission to the program and as needed thereafter. Results are returned to the

ACCE and kept on file by the ACCE. Students should bring copies of the background check results to the student's clinical sites. Students are responsible for costs of federal criminal background checks and state background checks. Students should take these factors into consideration when selecting sites for full-time clinical experiences.

- g. The student purchases liability insurance of \$1,000,000/\$3,000,000 from the school. This fee is attached to the PT Clinic courses for fall semester 1st year and 2nd year. Clinical sites can access the insurance web page for proof of insurance at www.marshweb.com/clients/3489/moi.nsf.
- h. Clinical facilities attended during full-time clinical experiences may require drug testing. If a student refuses such testing, they may be unable to complete the full-time clinical experience at that facility. The Physical Therapist Assistant Program does not guarantee an alternative facility placement. If no alternative facility placement is available, students may not be able to graduate from the Program.
- i. The student is required to attend a Safety/Infection Control training (which also includes content about HIPAA), usually held during the first two weeks of school each fall semester. The student must pass a quiz related to this material. Further information is taught in the Introduction to Physical Therapist Assisting (PTA1410) course and Procedures for PTAs II (PTA 1512) course.
- j. Clinical sites may have a facility-specific patient confidentiality statement that must be signed by the student in order to complete the clinical experience.
- k. Prior to the first full-time clinical experience, PTA Program faculty and the ACCE have discussed the student's responsibilities to the clinical site and its patients/clients. Students sign and follow the "Agreement of Understanding Between Lake Superior College Physical Therapist Assistant Program and the Student."
- l. The student mails a completed Student Profile Information Form attached to a cover letter of introduction to his/her three clinical sites. Deadline for these items to be mailed is November 1. Students are instructed to follow the letter with a telephone call and are encouraged to visit the site prior to starting the clinical experience.
- m. The ACCE provides the clinical site with a copy of the current

Lake Superior College/Physical Therapist Assistant Clinical Education Manual (or access to the manual via the internet) containing the program's clinical education philosophy, policies and procedures, objectives, guidelines for PT/PTA role delineation and for student supervision, and resources for working with students. The facility also receives a Clinical Performance Instrument Manual with instructions for evaluating the student using this APTA standardized evaluation form.

E. DURING THE CLINICAL EXPERIENCE

1. ITEMS THE STUDENT WILL BRING TO THE CLINICAL SITE:

- a. "Student Evaluation of the Clinical Experience" form. During the last week of the clinical experience, the student will share information from this form with the CCCE and the CI. This evaluation should remain with the CCCE and CI.
- b. "Record of Discussions and Meetings with Clinical Instructor" form. During each clinical experience, the form is used to guide the CI during informal periodic reviews and to guide the CI in summarizing for the final evaluation. The student will have periodic meetings with the CI while receiving ongoing, informal verbal reviews. It is the program's expectation that meetings occur weekly. These meeting and discussion forms are to be returned to the ACCE following the clinical experience.
- c. One copy of the "Clinical Performance Instrument" is for the student to use for a mid-term self-evaluation. This form is used for all three of the off-campus clinicals. A separate copy of the form is used for the CI to complete the mid-term and final performance evaluation. The student's self-evaluation and the clinical instructor's evaluation of the student should be compared and discussed. The copy completed by the CI is to be returned to the ACCE after the clinical experience.
- d. "Clinical Instructor Evaluation of the Clinical Experience Arrangement." This gives the clinical instructor opportunity to provide feedback to the ACCE regarding his/her performance in arranging the clinical experience and supervising the student. This form is returned to the ACCE after the clinical experience.
- e. "Student Evaluation of Academic Preparation" form. The student evaluates the academic preparation received in the PTA Program for the particular clinical experience. When possible, this is reviewed with the CI and returned to the ACCE after the clinical experience. This should be completed within one week of each clinical.
- f. Three to four surveys to be given to patients. These are used to evaluate the PTA Program, not to evaluate the student. The student or the facility mails these surveys back to the ACCE or program director

- after the clinical experience.
- g. Copy of syllabus for clinical experience course, copy of the current program planner, and list of skills taught within the PTA program. These resources are to be shared with the clinical instructor.

ALL FORMS ARE TO BE RETURNED TO THE ACCE NO LATER THAN ONE WEEK AFTER THE COMPLETION OF THE CLINICAL EXPERIENCE. Note: Students must make and keep a copy of any forms sent to the ACCE via mail.

2. POLICY: ATTENDANCE

Full-time status for each clinical experience will be determined by the site and communicated to the ACCE and the student prior to the student's arrival. In order to pass the Clinical Experience IV, V, and VI courses, there will be no unexcused absences. Excused absences will be made up at the discretion of the CI and the ACCE.

3. PROCEDURES: ATTENDANCE

If a clinical experience must be missed for any reason, the student must call BOTH the PTA Program ACCE and the clinical instructor before the student is scheduled to arrive at the clinical site for that day. **Failure to do so will be considered an unexcused absence and will result in the student not passing the clinical experience.**

- a. ALL time missed from the regularly-scheduled clinical experiences will be made up at the discretion of the CI and the ACCE at a time mutually agreed upon between the student and clinical instructor.
- b. If the student was absent due to an injury or has restrictions, the student must have a physician's letter stating the restriction(s).
- c. If the student was absent due to an infectious disease, the student must submit proof of recovery if requested. Students contracting an infectious disease during the time they are participating in a full-time clinical experience must report that fact to both the college and to the clinical facility. Students should follow the clinical facility's policies and procedures when exposed to an infectious disease at the facility during the clinical experience.
- d. If the number of days missed interfere with the student's ability to learn and meet the objectives of the clinical experience and interfere with the clinical instructor's ability to assess the student's performance, the CI and ACCE may decide to discontinue the clinical experience. The student must resolve the cause of the frequent absenteeism before resuming any further clinical experiences. The clinical experience that was discontinued will be considered failed and must be repeated.
- e. While on the clinical experience, the student follows the schedule and

- holidays of the clinic.
- f. Days the college has scheduled off are taken during the breaks between the clinical experiences.
 - g. SNOW DAYS: Since the student is functioning as a professional, the student is expected to be present or to call the clinical site and exercise safety considerations to get to the site. The ACCE and the clinical instructor must be called if the student does not attend.
 - h. A student may be excused from the clinical site to attend the MN Chapter APTA Fall or Spring Conference only if the student attends ALL days of the conference, and if the ACCE approves attendance at the conference.
 - i. If a student is working extra days at the clinical site for any reason, the student must notify the ACCE in advance.

4. POLICY: PROFESSIONAL BEHAVIORS

A professional appearance is required as part of the clinical experience. The student must follow the clinical education site's regulations for proper attire; the student must also be neat and appropriately groomed. The student will wear his/her LSC name tag which identifies the student as a "Student Physical Therapist Assistant." Patients must be made aware that a student is working with them and provide permission for treatment by a student.

Cell phone and computers are not to be used at clinical sites unless permission is given ahead of time.

The student will demonstrate a professional manner at all times, remembering that he/she represents Lake Superior College and the LSC PTA Program. Any patient contact with the student should be supervised by the CI, although this supervision may progress from direct to indirect. The student is required to continually protect patient confidentiality.

Students are required to present at least one in-service over the course of their three full-time clinical experiences. The student should take the initiative to discuss this requirement with their clinical instructor. If a clinical site requests that a student present an in-service, the student **must** do so even if they have already fulfilled their required in-service at another clinical site.

5. POLICY: COMMUNICATION

The ACCE or a PTA Program faculty member will contact the student and CI at least twice during the clinical experience. When problems or concerns arise, the clinical instructor and/or the student may contact the ACCE. However, the student has the responsibility to discuss problems and concerns with his/her CI and/or CCCE before calling the ACCE.

6. PROCEDURE: DETERMINATION OF SATISFACTORY PROGRESS OF CLINICAL EXPERIENCE

- a. The final decision as to whether or not the student passes the clinical experience is made by the ACCE. This decision is a professional judgment based upon the following:
 1. Scores for the final evaluation on the Clinical Performance Instrument. There is a minimum criteria score which must be met to consider the clinical experience passed. The minimum acceptable score for Clinical Experience IV is 67% for the average of all 20 criteria. For Clinical Experience V, the score is 80% for the average of all 20 criteria. For Clinical Experience VI, the student must be at entry-level (100%) for the first five criteria and have a minimum average of 95% for the remaining criteria.
 2. Problems or concerns raised by the CI and student during the clinical experience and whether or not these were effectively resolved.
 3. How the problems affected patient safety and patient care.
 4. How the problems affected the student's chances of performing at entry-level by graduation and during a probationary period on the first job.
 5. Whether or not the problems fit a pattern of problems and concerns that were evident during the student's academic period.
 6. ACCE consultation with the student's advisor, PTA Program Director, and CI.
 7. The most effective manner in which the problems can be remediated.
 8. The uniqueness or complexity of the clinical site.
 9. Whether or not all outcomes on the course syllabus have been met.

F. ACCE PROCEDURES:

It is the belief of the LSC PTA Program that problems or concerns should be recognized early during the clinical experience and an action plan developed to help the student be successful. Therefore, the ACCE procedures are:

1. Contact the student and the CI by telephone and/or e-mail periodically during the clinical experience.
2. Strongly encourage the CI to meet weekly with the student, use the Record of Weekly Discussion forms provided to identify and document problems or concerns that arose during the week, and set a plan for resolving those problems the following week.
3. When problems or concerns are brought to the attention of the ACCE, the ACCE may make a site visit to meet with the CI and student. The ACCE provides assistance with identifying the problem and developing a plan of action.
4. The ACCE may attend the mid-term and/or the final evaluation meeting between the CI and the student for clarification and to enhance understanding of the situations.
5. Upon receiving the final evaluation, the ACCE calculates the average percentage score to determine whether it meets the minimum required score. If it does not, and the ACCE was not aware of any problems or concerns which would cause the student to be unsuccessful in this clinical experience, the ACCE will contact the clinical instructor for clarification on the scoring. If needed, the ACCE will meet with the CI, program director and student to develop a plan of action which may include repeating the clinical experience.

G. WHEN THE STUDENT RECEIVES A “NO CREDIT” GRADE FOR THE CLINICAL EXPERIENCE:

1. The ACCE meets with the student to discuss the grade and reason for the grade.
2. Recommendations are made for remediation of the problems.
3. The student is reminded of LSC policies regarding the student’s rights of appeal.
4. A Plan of Action is developed by the ACCE and the student. The student is placed on PTA Program Academic Probation.

H. POLICY: SAFETY FOR ALL INDIVIDUALS INVOLVED IN CLINICAL EDUCATION

1. The LSC PTA Program promotes the safety of all individuals involved in the clinical education portion of the curriculum. This is done through procedures outlined in the “Memorandum of Agreement Between MNSCU, LSC, and Clinical Facility” and the “Agreement of Understanding Between the LSC PTA Program and the Student.” Safety training is included and emphasized throughout the PTA Program, in skill checks and practical exams, in the PT Clinic, in annual Safety/Infection Control training, and in annual recertification of adult, infant, and child CPR.
2. Procedures:
 - a. The following safety procedures are agreed upon in the “Memorandum of Agreement Between MNSCU, LSC, and the Clinical Facility” and the “Agreement of Understanding Between the LSC PTA Program and the Student.”
 1. The student will be informed of the facility’s policies and procedures.
 2. The student will be responsible for health insurance.
 3. The student will submit a completed physical exam form.
 4. The student will have required immunizations and updated tests (i.e. Mantoux).
 5. The student will have satisfactory results of required criminal background checks.
 6. The student will carry liability insurance.
 7. The facility will provide emergency care if the student is injured, becomes ill, or is exposed to an infectious disease. The student is responsible for the cost of these services.
 8. The procedure for returning to the facility after the student has had an infectious disease is outlined in the facility’s policies.
 9. The student will be under adequate supervision while completing the clinical experience.
 10. The student can be removed from the facility when safety of patients is at risk.
 - b. The following safety procedures are included in the PTA Program Policies and Procedures, and/or in letters to clinical sites, and/or on course syllabi:
 1. The student must maintain an up-to-date adult, child and infant CPR certification throughout the entire PTA Program.
 2. The student will obtain a Mantoux test at least annually or when requested.
 3. The student will obtain Hepatitis B vaccinations or sign a waiver.
 4. The student will attend annual Safety/Infection Control training and pass a quiz related to material covered in the training.
 5. If the clinical instructor teaches the student a skill that was not covered in the program, the clinical instructor is responsible for determining the competence of the student in performing the skill on patients. Students are responsible to advise their clinical instructor that a specific skill was not covered in the program. If the skill was

taught within the PTA Program, the college is responsible for assuring competence with the skill but the clinical instructor should assure that skill has been maintained in the interest of patient safety and effective treatment.

I. CRITERIA FOR PASSING PT CLINIC COURSES

1. General criteria for all three courses: to pass, the student must:
 - a. Receive the minimum acceptable score on each performance evaluation criterion of a modified Clinical Performance Instrument (CPI).
 1. Clinical Experience I = 17% or 1.7
 2. Clinical Experience II = 33% or 3.3
 3. Clinical Experience III = 47% or 4.7
 - b. Work the required hours (minus days school is closed).
 1. Clinical Experience I = 64 hours
 2. Clinical Experience II = 64 hours
 3. Clinical Experience III = 64 hours
 - c. Demonstrate the required Generic Abilities levels (see Appendix III). Failure to meet the criteria below could result in PTA Program Academic Probation, a no credit grade, and/or delay of full-time clinical experiences. Generic Abilities are assessed in part with a modified version of the Clinical Performance Instrument (CPI) and through observation of students by faculty.
 1. Clinical Experience I = all Generic Abilities at least beginning level.
 2. Clinical Experience II = 50% of the Generic Abilities at developing level.
 3. Clinical Experience III = all Generic Abilities at least developing level.
 - d. Receive an average score of at least 3.0 out of 4.0 for the Clinical Outreach Presentation Audience evaluation and/or Instructor Evaluation. Turn in completed Project Outcome Report and Group Presentation Rating forms **within one week** of presentation.
 - e. Post his/her reflective journal and a one page summary **no later** than one week after the student's last day in the clinic. Daily clinic journal entries must be completed per the course schedule.
 - f. Consistently dress appropriately for clinic and clinic-related activities as per clinic policy and procedure manual.
2. There are two situations when the student may earn a Pass grade for a PT Clinic course, but still be placed on PTA Program Academic Probation. The situations are:
 - a. When one criterion in the Performance Evaluation does not meet the minimum score but all other passing criteria are met.
 - b. When the Generic Abilities requirement for Clinical Experience I or Clinical

Experience II is not met but all other passing criteria are met.

When the student is on PTA Program Academic Probation for this reason, the student moves on to the next PT Clinic course the following semester with a remediation plan (Plan of Action). The remediation plan will be designed and agreed upon by the student and the clinic instructors and will describe a plan for the deficient criteria to be improved. During the following semester, the deficient criteria must meet the minimum score for the current PT Clinic course. If the objectives in the Plan of Action are met and the student passes the clinic course, the student will no longer be on PTA Program Academic Probation.

3. **Student must pass Clinical Experience III before starting his/her full-time clinical experiences. The student cannot be on PTA Program Academic Probation when starting full-time clinical experiences.**
4. **When a No Credit grade is earned for Clinical Experience I or II:**
 - a. If all other courses are passed, the student can, if approved by the program advisor and the Program Director, continue the next semester re-taking the past PT Clinic course and taking the current PT Clinic course.
 - b. If a PT Clinic course is failed twice, the student is dismissed from the program.
 - c. If Clinical Experience III is failed, the course must be retaken spring semester 2nd year and the start of the full-time clinical experiences will be delayed.

APPENDIX I.

STUDENT APPLICANT APPEAL PROCESS REGARDING 40-HOUR CLINICAL OBSERVATION REQUIREMENT

Appeal Process for PTA Program applicants:

1. If the applicant feels that he/she is unable to complete 40 hours of clinical observation, or that the requirement should be waived, the applicant must:
 - a. Provide written notice prior to the March 1 deadline that will describe the person's reasons for being unable to complete the Clinical Observation requirement.
 - b. Write an essay for the PTA Program Advisory Board that addresses:
 - How the applicant became interested in physical therapy
 - Why the applicant has chosen to be a physical therapist assistant
 - Awareness about the diversity of physical therapy as a health career
 - Role of the physical therapist assistant in health care
2. A PTA Program Advisory Board Task Force will be called together to review the written documentation and make a determination about whether the 40-hour clinical observation requirement should be waived. Additional information may be requested of the applicant by the task force.

APPENDIX II. POSTPONED ENTRY TO PTA TECHNICAL PROGRAM

Once given a PTA technical program start date, a student can postpone entry to the next available technical program start date (one year).

If the student makes a decision not to start the program in a given year, the student will be allowed to postpone entry to the next available program start (one year) if they submit a written request to the PTA program director. A new pre-requisite verification form must be completed the following year prior to the March 1st deadline.

APPENDIX III. GENERIC ABILITIES

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are:

Generic Ability	Definition
1)	Commitment to Learning The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2)	Interpersonal Skills The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community, and to deal effectively with cultural and ethnic diversity issues.
3)	Communication Skills The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4)	Effective Use of Time The ability to obtain the maximum benefit from a minimum investment of time and resources.
5)	Use of Constructive Feedback The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6)	Problem-Solving The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7)	Professionalism The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8)	Responsibility The ability to fulfill commitments and to be accountable for actions and outcomes.
9)	Critical Thinking The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10)	Stress Management The ability to identify sources of stress and to develop effective coping behaviors.

*Developed by the Physical Therapy Program, University of Wisconsin-Madison May et al. Journal of Physical Therapy Education. 9:1, Spring 1995.

APPENDIX IV. PERSONAL PROPERTY FEES

The PTA Program assesses fees in several courses for a variety of reasons. These fees are reviewed annually by program faculty to determine their appropriateness. Fees are assessed which cover costs of liability insurance, clinic shirts, name tags, lab supplies (i.e., tape, linen, massage lotion, tape measure) and lab equipment (i.e., goniometers, gait belts) as well as written handouts. Fees also include costs for a licensure exam review course held during the final semester of the program. Students who do not pay course-related fees and tuition are not allowed to attend courses.

Policy and Procedure Manual Approved by:

Date

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August 2009

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Program Director
Physical Therapist Assistant Program

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