



Washtenaw
Community College

PHYSICAL THERAPIST ASSISTANT

STUDENT HANDBOOK 2025-2026

Revised: April 2025

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WCC Physical Therapist Assistant Student Handbook

The purpose of the Washtenaw Community College (WCC) Physical Therapist Assistant Student Handbook is to provide students with important information that is specific to the Physical Therapist Assistant (PTA) Program. This handbook is a supplement to [WCC Policies](#).

Please read this manual carefully. There is a Student Handbook Verification “assignment” on the PTA Orientation Learning Management System (LMS) webpage that you **must complete before starting the program**. This “quiz” is an acknowledgment that you have received the handbook and understand the content within.

The Physical Therapist Assistant faculty reserves the right to change any policies and procedures as necessary. Written notification to currently enrolled PTA students will be provided for any changes.

Institutional Accreditation

Washtenaw Community College is accredited by the
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800-621-7440

Website: www.hlcommission.org [Verification of WCC Accreditation](#)

Programmatic Accreditation

The Physical Therapist Assistant Program at Washtenaw Community College is accredited by the Commission on Accreditation in Physical Therapy Education

1111 North Fairfax Street Alexandria, Virginia 22314
Phone: 703-706-3245

Email: accreditation@apta.org

Website: www.captionline.org

Information about filing a program complaint with CAPTE is available at
<https://www.captionline.org/Complaints/>

Welcome

Welcome to the Physical Therapist Assistant (PTA) Program! Throughout your time here, you will receive comprehensive training in delivering entry-level physical therapy, grounded in the latest scientific evidence. Upon successful completion of the program, you will emerge as a skilled clinician capable of enhancing the health and wellness of your patients under the supervision of a physical therapist. Our faculty are excited to collaborate with you over the next two years and beyond. We encourage you to actively engage in your education and we welcome your feedback in the educational process.

The Profession of Physical Therapy

Physical Therapists (PTs) and Physical Therapist Assistants (PTAs) are movement experts. They have the knowledge and skills to assist patients to maximize their mobility and function across all ages and ability levels. PTs and PTAs can help patients reduce their pain, manage chronic conditions, and prevent and recover from injury. The practice of physical therapy demands a high level of teamwork - between the PTA and the supervising PT, between the patient and the therapists, and between the therapists and other healthcare providers. Teamwork comes from mutual trust, respect, and open communication. With faculty support, students are expected to work on these characteristics throughout the curriculum to help each other learn. Students are also expected to exhibit these attributes in their interactions with faculty and during their clinical education experiences.

Staff Organization

President:	Rose Bellanca, BS, MS, Ph.D.
Executive Vice President of Instruction	Brandon Tucker, MS, Ph.D.
Provost & COO of Student Svcs:	Linda Blakey, MS, MA
Dean of Health Sciences:	Shari Lambert, DNP, RN
Department Chairperson:	Kristina Sprague, CDA, RDA, BS
Program Director and Full-Time Faculty	Ashley Bernstein, PT, DPT, ATC, CSCS Office: TI 122 K Telephone: 734-477-8775 Email: abernstein@wccnet.edu
Academic Coordinator of Clinical Education (ACCE) and Full-Time Faculty	Ann Herbert, MPT, OCS Office: TI 122 Q Telephone: 734-973-3669 Email: amherbert@wccnet.edu

WASHTENAW COMMUNITY COLLEGE

General Information

1.1 Nondiscrimination Policy

Washtenaw Community College does not discriminate based on religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, or any other protected status as provided for and to the extent required by federal and state statutes, nor does the college discriminate based on sexual orientation, gender identity or gender expression. WCC is committed to compliance in all of its activities and services with the requirements of Title IX of the Educational Amendments of 1972, Public Act 453, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Public Act 220, and the Americans with Disabilities Act of 1990. [Notice of Nondiscrimination Statement](#). [View information on pregnant student rights](#). [WCC Policy Prohibiting Discriminatory Harassment](#). [WCC Policy on Compliance with the ADA](#). [WCC Policy on Access, Success, and Equity for Diverse People](#).

Inquiries or complaints by students or employees regarding the College's nondiscrimination policies may be addressed to:

Linda Blakey, Provost and Chief Operating Officer of Student Services & Title IX Coordinator

Room No: SC 247

Phone: 734-973-3536

Email: lblakey@wccnet.edu

1.2 The Student Right to Know and Campus Security Act of 1990

The Student Right to Know and The Campus Awareness & Security Act of 1990 requires institutions to disclose information about graduation rates, crime statistics, and security information to current and prospective students. WCC is in full compliance and provides information annually through various means, including college publications, wccnet.edu, or email. [WCC Student Right To Know Policy](#). Inquiries concerning the Student Right to Know and Campus Security Act should be directed to the [Public Safety Department](#).

Public Safety Department

Room No: SC 275

Campus Phone: Extension 3411

Phone: 734-973-3411

Email: publicsafety@wccnt.edu

[Report a Concern Anonymously](#)

Tip Line: 734-973-3454

tips@wccnet.edu

1.3 Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the privacy of student educational records, access to those records, and disclosure of information from them. WCC is committed to making sure that student rights under FERPA is protected. Questions concerning FERPA should be referred to Enrollment Services located in the Student Center Building, 2nd floor, room 203. [WCC Release of Student Information](#) and [FERPA](#).

1.4 Public Safety Department

The [Public Safety Department](#) is the campus authority responsible for ensuring the safety and security of the College community, buildings, and property. Its officers enforce campus safety and security regulations, including parking regulations. In case of emergency, Campus Resource Officers are responsible for implementing emergency procedures at Washtenaw Community College in coordination with local law enforcement agencies as needed. Copies of the emergency procedures and equipment are available on the College's webpage at [Emergency Procedures and Equipment](#). [WCC Policy on Public Safety and Emergency Management](#).

The Office of Public Safety is located on the second floor of the Campus Parking Structure on the northeast side facing the Occupational Education (OE) Building. The office is staffed 24 hours a day, 365 days a year. Public Safety officers are on campus during evening classes and may be available to escort students to cars at the end of evening classes. Students requiring an escort should contact the Office of Public Safety using available emergency and house phones. Students may call the Office of Public Safety at 734-973-3411 (or 3411 from a College house phone) to report any suspicious activity or safety concern. [Report a Concern Form](#) can be found here or on the WCC Gateway. [WCC Policy on Campus Safety](#)

The Public Safety office also provides jump-start assistance to vehicles, medical emergency response, houses lost & found items, and issues keys and FOB access.

Public Safety also utilizes an app that integrates with WCC's safety and security systems. WCC Safe App is available for free on [Apple's App Store](#) and [Google Play](#).

1.5 Emergency Warnings and Notification of College Closing

Bad weather, utility outages, or other circumstances may cause WCC to cancel classes or delay the start of classes. WCC has implemented an emergency notification service that sends messages via email, text message, phone call, or TTY/TDD device for the hearing impaired. To sign up for the WCC Alert Service log in to MyWCC and choose [“WCC Alert – Emergency Notification System.”](#)

You also can learn if WCC is closed by checking the WCC homepage at wccnet.edu. Local radio and television stations will also provide information.

NOTE: Please see the Clinical Education Manual Section III – Clinical Attendance for the procedure of WCC closing while students are out in the community in their clinical education experiences.

1.6 Campus Alcohol, Drug, and Smoking Policy

Except for certain circumstances, Washtenaw Community College does not permit the possession, consumption, use, or sale of alcoholic beverages in any form on campus. Being intoxicated on campus is prohibited.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on Campus property is strictly prohibited. **Being under the influence of any illegal drugs or controlled substances on College property or at College-sponsored activities is prohibited.** Abuse, misuse, sale, or distribution of prescription or over-the-counter medications is prohibited.

Smoking (including tobacco cigarettes, pipes, cigars, electronic cigarettes, vapor cigarettes, herbal cigarettes, or any device emitting smoke or vapor) is prohibited in any area of campus. Smoking marijuana (including for medicinal purposes) is also prohibited in any area of campus.

The Board of Trustees website contains the official [Drug-Free Workplace policy](#) as well as the [Alcoholic Beverages on College Property, Use and Possession policy](#), and the [WCC Policy for a Smoke-Free Campus](#). **These policies detail disciplinary actions that may be taken by Washtenaw Community College against violators of this policy.**

1.7 Student Rights, Responsibilities, and Conduct Code Policy

(Taken from [WCC Policy 4095](#))

The primary purpose of the Policy on Student Rights and Responsibilities is to maintain an environment that supports the educational process and protects the safety and well-being of the College Community. The responsibility for maintaining such an environment is shared by all members of the community.

WCC students are members of both the College community and the community at large. As members of the College community, students are subject to the rights and responsibilities which accrue to them by virtue of this membership. As members of the larger community, of which the College is a part, students are entitled to all rights and protection accorded them by the law of the community. By the same token, students are also subject to all laws and their enforcement. When students violate civil or criminal law, they may incur penalties prescribed by legal authorities. In such an instance, College discipline will be initiated when students also violate College regulations. Any violation of criminal law not listed in this policy may also, at the discretion of the College, result in student disciplinary action.

This policy and the administrative procedures are intended to apply to all persons and students at the College. Please visit the link [WCC Policy 4095](#) for more information about each section of the policy.

Student Rights

- Freedom of Access to Higher Education
- Freedom from Discrimination and Discriminatory Harassment
- Freedom from Sexual Harassment
- Academic Freedoms
- Freedom in Student Affairs
- Right to Due Process

Student Responsibilities

- Core Values and Behavioral Expectations
- Integrity
- Community
- Social Justice
- Respect
- Responsibility

Sanctions

1.8 Scholarships, Grants, and Financial Aid

Scholarships, grants, and other forms of financial assistance are available to aid students in completing the Physical Therapist Assistant Program. A student may obtain information regarding scholarships, grants, and financial aid from the following areas:

[Student Resource Center](#) Room No: SC 206 Phone: 734-677-5105

[College Financial Aid](#)

Financial Aid Office, 2nd floor of Student Center Building

Financial aid opportunities may exist through the Washtenaw Community College's Honor Society, Phi Theta Kappa, WCC Foundation scholarships, and student members of the American Physical Therapy Association (APTA). [WCC Policy on Scholarships](#)

1.9 Student Advising/Counseling and Faculty Advisors

All full-time faculty are available for advice and counsel to the students. Based upon students' needs and requests, faculty advisors monitor academic achievement and provide guidance and assistance in meeting academic requirements, serve as mentors to students, assist students with study and coping skills, and write letters of recommendation. Student communications from advising needs will be documented on the College vendor software program that is password protected.

Policy:

Members of the PTA Faculty will meet at least once a semester with each student to review a student's overall status in the Program. Students are strongly encouraged to seek advisement from their instructors as soon as they recognize the need for assistance.

Procedures:

1. The Program Director will assign students to PTA Program Faculty for Advising.
2. The Program Director or Faculty Advisor will notify the students of who their faculty advisor is.
3. The Faculty Advisor will notify their advisees of possible meeting times.
4. After the meeting, the faculty member will document the interaction in the password-protected college-approved software program.

Health Science Division Advisors

The Health Science Division has 3 academic advisors available to advise students enrolled in the health sciences programs:

Michael Brown mbrown102@wccnet.edu; Whitney Lee whlee@wccnet.edu; Brittany Tripp brtripp@wccnet.edu

1.10 WCC Personal Counseling

Licensed professional counselors are available to assist students with their academic, career, and personal needs Monday through Friday by appointment. To make an appointment call 734-677-5223. [Personal Counseling WCC CARE Team](#)

1.11 Success Coaches

Success coaches provide holistic, personalized, one-on-one support to students. They can connect students with campus services and resources, provide tips to maximize a student's college experience, help students navigate any obstacles affecting their success, and be accountability partners.

[WCC Success Coaching](#)

1.12 Learning Support Services

The technical standards for the program provide the minimal requirements that must be met for coursework objectives and student outcomes. Included are cognitive, emotional, professional, motor (physical), sensory, and other abilities that must be met with or without reasonable accommodation. The list of technical standards is not exhaustive and can be modified as the College determines necessary. Students enrolled in a Health Science program at WCC must provide safe and effective care, as determined by WCC and its clinical partners.

In addition to classroom learning, clinical placement and skills laboratory experiences are required for several of WCC's health programs.

Clinical placement and lab experiences involve considerations such as patient, population, and clinical faculty safety aspects that are not presented in lecture classroom settings. Please review and understand all technical standards for your applicable health program asking your health program advisor any clarifying questions. Please note, applicable health program requirements cannot be waived in whole or in part for students who cannot perform required work with or without reasonable accommodation. It is not possible to capture all clinical placement requirements within the Technical Standards documents at WCC. Each clinical placement site may have its own specific requirements.

If you need accommodations, due to a disability, please contact WCC Learning Support Services and your health program advisor.

Students have the primary responsibility to request accommodations in a timely manner. Accommodations must be reasonable (given course and program requirements) and are not retroactive. It is recommended that students request accommodations as early as possible, e.g. upon admission prior to a clinical rotation assignment to allow adequate time to evaluate accommodation requests.

Faculty or staff are not required to anticipate individual student needs. Please note that accommodations are not in place until requests are evaluated and approved. While students may request accommodations at any time, questions about clinical requirements should be addressed with the health program advisor after reviewing the Technical Standards document(s).

Please see the Learning Support Services website for information about requesting accommodations: <https://www.wccnet.edu/succeed/disability/accommodations>

Student, Staff and Faculty Responsibilities:

<https://www.wccnet.edu/succeed/disability/accommodations/guidelines.php>

The applicable health program faculty will work with Learning Support Services and any necessary stakeholders to determine reasonable accommodations for lecture classrooms, classroom laboratories and clinical placement sites. An offer of admission may be withdrawn, or a student may be dismissed from the program *at any point* if the student cannot articulate or demonstrate how a standard will be met, even with reasonable accommodation.

Clinical placements used by WCC health programs make an independent determination of reasonable accommodations specific to that site. WCC will make a good faith effort to assist you in requesting clinical site accommodations. The College cannot guarantee a placement site will be able to reasonably accommodate you. This may mean you could fall out of sequence with your clinical placement schedule and/or affect your completion of your Program for lack of progress.

[WCC Policy on Compliance with the ADA.](#)

[WCC Policy on Access, Success, and Equity for Diverse People.](#)

1.13 Tutoring

[Tutoring](#) is provided for all students enrolled in credit classes. Tutoring is a free service provided one-to-one on a drop-in basis. Group tutoring or Supplemental Instruction Groups may be arranged.

Tutoring hours may vary. Please use this link to book a tutor appointment

[Book a Tutor](#)

Policy:

The PTA Program faculty are committed to student success. Students are encouraged to utilize the instructor's office hours. It is the student's responsibility to take advantage of the many resources available on campus, including the Library, the Writing Center, the Academic Skills Center, and the Learning Support Services (LSS).

1.14 The Writing Center

WCC offers help to students, staff, and community members on any writing project.

[WCC Writing Center](#)

PHYSICAL THERAPIST ASSISTANT PROGRAM Program Overview

The Physical Therapist Assistant Program at Washtenaw Community College has several interrelated components. These are:

- Mission and Philosophy
- Goals and Outcomes
- Program Policies and Procedures
- Application, Admission, and Enrollment Requirements
- Curriculum
- Assessment
- Faculty
- Resources
- Clinical Education

Each component works with, and builds on each of the others, to provide a coherent and effective approach for educating prospective physical therapist assistants. Annual assessment is conducted on the program as a whole through each of its components to identify areas of strength and those areas that need modification.

The Mission of the Physical Therapist Assistant Program

The mission of the Washtenaw Community College Physical Therapist Assistant Program is to provide students with the academic, technical, and clinical opportunities and experiences that will allow them, upon graduation, to be:

- Employed as competent Physical Therapist Assistants; and
- Knowledgeable, active, and responsible members of the physical therapy

community, the health care community, and the community at large.

This mission is consistent with the mission of Washtenaw Community College, which “strives to make a positive difference in people's lives through accessible and excellent educational programs and services.” ([WCC Mission, Values, and Vision](#)). As part of the WCC mission, PTA faculty provide “a caring, open-door teaching and learning environment,” “excellent teaching, counseling, and support services,” and “work in partnership with the community” they serve. In addition, they “reach out to people who have limited income or other barriers to success,” thereby enabling “people to progress in their academic and career pursuits.”

Philosophy of the Physical Therapist Assistant Program

Reflecting both WCC and Program missions, the WCC PTA faculty believes that:

1. Meaningful learning is possible when both the faculty and students interact in an atmosphere of mutual respect, commitment to excellence, and recognition of the legal and ethical responsibilities of members of the healthcare team.
2. Learning is a life-long process and includes personal and professional development, self-assessment, reflection, and feedback as well as service to the profession and community. Our responsibility to PTA education does not end with graduation. We encourage continued faculty and graduate development.
3. The development of innovative, appropriate, and challenging learning experiences is the responsibility of the faculty.

These guiding principles were incorporated into all facets of the PTA program.

Physical Therapist Assistant Program Goals and Outcomes

These goals provide the foundation for the PTA program. All components of the program are directed toward student achievement of the following outcomes by students who graduate from the PTA program.

Goals:

The Washtenaw Community College Physical Therapist Assistant Program will graduate students who will:

1. Communicate respectfully with patients and caregivers being mindful of individual and cultural attributes and values
2. Demonstrate behaviors consistent with established legal, ethical, and professional standards to administer safe, effective, and efficient care to all members of the healthcare team
3. Utilize data collection and appropriate clinical decision-making skills to provide therapeutic treatments, under the supervision of a licensed physical therapist, based on current evidence
4. Perform ongoing self-evaluation, with feedback from multiple sources, and create a plan to improve their clinical practice and engage in professional development

The Washtenaw Community College Physical Therapist Assistant Program will:

1. Provide a curriculum that will lead to employment as an entry-level physical therapist assistant who operates as a competent and compassionate member of the health care team who interacts skillfully and communicates effectively with all stakeholders
2. Provide dynamic educational experiences that reflect contemporary, evidence-based practice and uphold the current legal, ethical, and professional standards of physical therapy care
3. Provide students with valuable feedback to assist in self-reflection and growth

Outcomes:

1. Students who enter the program choosing to have a career as a Physical Therapist Assistant (PTA) will complete the program
2. Students will be aptly prepared to effectively participate in the management of patients for the full-time clinical experiences
3. Students will demonstrate the entry-level skills of a Physical Therapist Assistant by completion of the program
4. Graduates will pass the licensing exam to be licensed as Physical Therapist Assistants

5. Graduates who choose to seek employment as a Physical Therapist Assistant will be gainfully employed as a PTA within six months of obtaining licensure

Clinical Education Goal Statement

It is the goal of the clinical education portion of the PTA program curriculum that students will be placed in facilities that will provide diverse and comprehensive experiences based on clinical course requirements, that will develop and foster those skills required of an entry-level PTA. Students will have the opportunity to work in general practice areas, and if deemed appropriate, in certain special areas of interest.

2.1 Statement of Professional Behavior

Policy:

Professional Behavior is vital to the success of each student physical therapist assistant, the PTA Program at Washtenaw Community College, and the Physical Therapy profession. Throughout the curriculum, professional behaviors are used to guide the professional development of students. The professional development of the student is reviewed individually throughout the professional curriculum. If a student demonstrates behavior inconsistent with the ten Professional Behaviors (see below), the APTA Standards of Ethical Conduct for the Physical Therapist Assistant ([APTA Standards](#)), or state law ([MI Administrative Rules](#)), the following response will occur:

Procedures:

1. The instructor will meet with and discuss the specific behavior with the student.
2. The instructor will write down the specific behavior demonstrated by the student and the professional behavior expected of the student.
3. The instructor will document the meeting with the student and the actions to be taken by the instructor and/or student to correct the behavior.
4. If the behavior continues after the initial meeting,
 - a. The instructor will request a meeting with the Program Director and the student.
 - b. With the Program Director's approval, a remediation plan will be established.

5. If the student fails to demonstrate appropriate professional behaviors following the implementation of the remediation plan, the Program Director may elect to dismiss the student from the Program.
6. The Program Director will provide a letter to the student outlining the reason for their dismissal.

Note: At any time if the Program Director believes that a student's behavior is harmful to others, is a violation of state law, or APTA Standards of Ethical Conduct for the Physical Therapist Assistant, the Program Director may decide that the best course of action is to dismiss the student from the Program. The Program Director must outline the cause and situation surrounding the dismissal in writing. The program faculty will review the situation, and recommend a course of action.

The student will be notified of their violations of the WCC Student Rights, Responsibilities, and Conduct Code ([Policy](#)) by either the program faculty or appointed College staff (depending on the nature and severity of the situation). The student will have the opportunity to respond to any allegations.

2.1.1 Professional Behaviors (adapted from Professional Behaviors for the 21st Century [link](#))

Professional behaviors are the behaviors required for success in physical therapy careers.

1. Critical Thinking
 - a. The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication
 - a. The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem-Solving
 - a. The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. Interpersonal Skills

- a. The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5. Responsibility

- a. The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.

6. Professionalism

- a. The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. Use of Constructive Feedback

- a. The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8. Effective Use of Time and Resources

- a. The ability to manage time and resources effectively to obtain the maximum possible benefit.

9. Stress Management

- a. The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for self, patient/clients and their families, members of the health care team, and in work/life scenarios.

10. Commitment to Learning

- a. The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

2.2 Code of Ethics

Policy:

Ethical Behavior is vital to the success of each student physical therapist assistant, the PTA Program at Washtenaw Community College, and the Physical Therapy profession. Throughout the curriculum, ethical behaviors are used to guide the professional development of students. The professional development of the student is reviewed individually throughout the professional curriculum. If a student demonstrates behavior

inconsistent with the APTA Standards of Ethical Conduct for the Physical Therapist Assistant ([APTA Standards](#)), the following response will occur:

Procedures:

1. The instructor will meet with and discuss the specific behavior with the student.
2. The instructor will write down the specific behavior demonstrated by the student and the ethical behavior expected of the student.
3. The instructor will document the meeting with the student and the actions to be taken by the instructor and/or student to correct the behavior.
4. If the behavior continues after the initial meeting,
 - a. The instructor will request a meeting with the Program Director and the student.
 - b. With the Program Director's approval, a remediation plan will be established.
 - c. If the student fails to demonstrate appropriate professional behaviors following the implementation of the remediation plan, the Program Director may elect to dismiss the student from the Program.
 - d. The Program Director will provide a letter to the student outlining the reason for their dismissal.
5. If the student fails to demonstrate appropriate professional behaviors following the implementation of the remediation plan, the Program Director may elect to dismiss the student from the Program.
6. The Program Director will provide a letter to the student outlining the reason for their dismissal.

Note: At any time if the Program Director believes that a student's behavior is harmful to others, is a violation of state law, or APTA Standards of Ethical Conduct for the Physical Therapist Assistant, the Program Director may decide that the best course of action is to dismiss the student from the Program. The Program Director must outline the cause and situation surrounding the dismissal in writing. The program faculty will review the situation, and recommend a course of action. The student will be notified of their violations of the WCC Student Rights, Responsibilities, and Conduct Code ([Policy](#)) by either the program faculty or appointed College staff (depending on the nature and

severity of the situation). The student will have the opportunity to respond to any allegations.

2.3 Academic Calendar

The Physical Therapist Assistant program follows the academic calendar established for the College. This includes established breaks and holidays. The academic calendar is published on the College's web page under [Academic Dates](#).

2.4 Semesters

The College has three semesters: Fall, Winter, and Spring/Summer. Students are admitted to the Physical Therapist Assistant program in the Fall semester and must complete coursework established in the curriculum (see curriculum section). The PTA program has coursework in the Fall and Winter semesters of both years.

2.5 College Holidays/Breaks

The Physical Therapist Assistant program follows the academic calendar established for the College for its breaks and holidays. The academic calendar is published on the College's web page under [Academic Dates](#).

2.6 Course Schedule

Each semester the schedule for the Physical Therapist Assistant courses is listed in the Credit Class Schedule posted on the College's web page at [Class Schedule](#).

2.7 PTA Program Student Orientation

Policy:

The PTA program will conduct two orientation sessions. The first orientation meeting is mandatory for all accepted and alternate-status students. The second orientation meeting is mandatory only for accepted students.

Procedures:

1. The Program Director is responsible for setting the PTA Program Student Orientation dates, time, and location and/or virtual platform. If held in-person, the orientation dates and times will be coordinated with classroom space availability. Specific forms for requesting this room are available online on the Faculty Dashboard.
2. The Program Director will receive the names of those students admitted to the PTA program for that year from the Health Admissions Office.
3. The Health Admissions Office will contact those students (accepted and alternates) stating the date, time, location, and general overview of the first mandatory orientation sessions. This information will be communicated when the students are told of their accepted, alternate, or not accepted status.
4. The PTA Program Director will get the names of accepted and alternate students to the LMS staff to have an “orientation course” created and those students will have access to that “course”.
5. The PTA Program Director will ensure that the PTA Program Orientation information is available for each student on the LMS platform. The PTA Program Director will establish the Orientation outline, including speakers, as appropriate.
6. The PTA Program Director will contact each accepted student and student on the alternate list to provide information about the required purchase of a Criminal Background Check through a program-approved third-party vendor and the first required PTA Program Orientation. This information will be communicated when the students notify the Director of their intention to keep their accepted or alternate status.
7. The PTA Program Director will take attendance at the Orientation Sessions. Students who are not present will have their application closed and they will lose their status in the program.
8. Accepted students will be provided required forms to be submitted on the LMS platform as indicated (see the policies for more information on each document):
 - Informed Consent
 - Technical Standards
 - Audiovisual Release
 - Information Release
9. Accepted students will also be provided information on the required purchase of a Health Portal through a third-party provider (program-approved). The Health Portal

is a password-protected platform for students to upload vaccination documents, proof of current medical health insurance, and proof of current American Heart Association Basic Life Support Healthcare Provider CPR certification. CPR certification and health insurance must remain active while the student is enrolled in the program.

10. Accepted students will also be informed they are required to have reliable transportation for clinical education courses.

11. Accepted students must complete an attestation of familiarity with an LMS.

The Academic Coordinator of Clinical Education (ACCE) is expected to participate in the PTA Student Orientation Session to address the Clinical Education aspects of the curriculum. Students are informed that additional criminal background checks, including fingerprinting and drug testing, might be needed for clinical experiences.

Other instructors associated with the PTA program may be invited to attend the Orientation session.

If an accepted student's application is closed, the first alternate on the alternate list will be informed of their acceptance into the program from the Health Admissions Office. In that communication, they will be instructed to contact the Program Director to discuss the steps to complete the enrollment requirements before starting the program.

2.8 Technical Standards

Policy:

Students will be required to participate in lectures, lab, and clinical situations that require certain motor (physical), cognitive, emotional, professional, sensory, and other abilities. Students must be able to meet these technical standards with or without reasonable accommodation. The list of technical standards is not exhaustive and can be modified as the college determines necessary. Students enrolled in a Health Science program at WCC must provide safe and effective care, as determined by WCC and its clinical partner.

In addition to classroom learning, clinical placement and skills laboratory experiences are required for several of WCC's health programs.

Clinical placement and lab experiences involve considerations such as patient, population and clinical facility safety aspects that are not present in lecture classroom settings. Please review and understand all technical standards for your applicable health program asking your health program advisor any clarifying questions. Please note, applicable health program requirements cannot be waived in whole or part for students who cannot perform required work with or without reasonable accommodation. It is not possible to capture all clinical placement requirements

within the Technical Standards documents at Washtenaw Community College. Each clinical placement site may have its own specific requirements.

Procedures:

The PTA Program Director will review the PTA Program Technical Standards with the students at Student Orientation.

Students have the primary responsibility to request accommodations in a timely manner. Accommodations must be reasonable (given course and program requirements) and are not retroactive. It is recommended that students request accommodations as early as possible, e.g. upon admission prior to a clinical rotation assignment to allow adequate time to evaluate accommodation requests.

Faculty or staff are not required to anticipate individual student needs. Please note that accommodations are not in place until requests are evaluated and approved. While students may request accommodations at any time, questions about clinical requirements should be addressed with the health program advisor after reviewing the Technical Standards document(s).

2.9 Informed Consent

Policy:

Students in the PTA program at Washtenaw Community College will be required to participate in lectures, lab demonstrations, and skills assessments where patient simulation will occur. Students will participate either as the student PTA or as the patient at various times.

To ensure that students understand the level of participation expected in the PTA program, and the risks involved, students must sign an Informed Consent form for the PTA Program.

Procedures:

1. The Program Director will review the Informed Consent form with students at student orientation. Explanation will include:

- Level of participation in the program
- Potential risks

2. The ACCE will explain the Release of Information Form that is relevant to clinical sites.

3. The students will sign the Informed Consent form and return it to the Program Orientation LMS platform before starting classes.
4. Students may not participate in class or lab sessions until the Informed Consent Form is signed.
5. The Informed Consent Forms will be kept in the student's record on the LMS platform.

2.10 Audiovisual Release

Policy:

As students in the physical therapist assistant program at Washtenaw Community College, there may be times when a class, lecture, lab, or demonstration may be recorded or photographed for instructional purposes.

All students must sign the Audiovisual Release Form upon entering the program either giving permission to be recorded or declining to be recorded while a student in the PTA program at Washtenaw Community College.

Procedures:

1. The Program Director will review the Audiovisual Release Form with students at student orientation.
2. Students will receive access to the Audiovisual Release Form after the first student orientation and will submit the signed documents in the PTA Orientation course on the LMS platform. The form will be kept in the student's record.
3. The Program Director will make available a list of those students who declined to be recorded to all instructors in all PTA courses.
4. If an instructor plans to record a student, lecture, lab, guest speaker, or demonstration; the instructor must inform the class, and any guest speaker, before the beginning of that class.
5. All guest lecturers who will be recorded or photographed must also sign the Audiovisual Release Form. These forms will be kept in the Program Director's office in a locked, secure location. If scanned electronically, these forms will be password-protected.
6. When a student is on a clinical affiliation the student will follow the facility policy regarding video recording procedures and consent.

2.11 Student Health Requirements

Policy:

Students enrolled in the PTA program will be required to meet certain health requirements to remain in the program and to participate in the Clinical Education Courses (PTA 230, PTA 240, and PTA 250).

Procedures:

1. The Program Director and ACCE will establish the health requirements for the PTA Program based on WCC policy, Division Policy, the health requirements of area clinical education facilities, and recommendations of the state of Michigan Department of Health and Human Services.
2. The Program Director, along with the ACCE, will review these requirements annually.
3. Health requirements for the PTA program will be published in the Student Handbook accessible on the WCC College Catalog PTA Program webpage.
4. The Program Director, along with the ACCE, will review and discuss these requirements and specific requirements for clinical education with students enrolled in the PTA Program at student orientation.
5. Students will be given a list outlining the specific requirements, including due dates, at Student orientation. The list and forms will be available on the LMS platform PTA Orientation webpage.
6. Students will submit required health information to a college-approved third-party vendor.
7. The ACCE will verify for accuracy and completeness.
8. Students are responsible for providing clinical education sites with required information.

2.11.1 Health Certification Forms

Policy:

All students in the Physical Therapist Assistant Program are required to complete, with physician signatures, the Health Certification Form. This form must be completed before the second required program orientation and must remain current while in the PTA Program. This form includes a health examination performed by a physician or Nurse

Practitioner with a review of bloodwork and a certification that the student is able to meet the program's Technical Standards.

Procedures:

1. Students will receive access to forms and instructions at the first required program orientation.
2. Students are expected to schedule appropriate appointments promptly within the parameters given by the program.
3. Students are to submit all completed forms no later than the due date given during the first required program orientation.
4. Students must notify the ACCE, in writing, of any immunizations (TB, Hep B) that are in progress with the expected completion date/timeframe.
5. Students are required to have health insurance before entering the program and maintain health insurance until all clinical education experiences are completed. All medical expenses are the responsibility of the student.
6. Failure to submit completed paperwork to the college-approved third-party vendor by the deadline will result in the inability to participate in the PTA Program.

NOTE: Some clinical facilities require that students undergo additional medical tests (TB test, have titers drawn, or complete another physical) and/or criminal background checks. This could be at the student's own expense.

2.11.2 Immunization Requirements

Health requirements are mandated by the agencies where students have clinical practice to comply with current State and Federal Public Health regulations and are subject to change. WCC shall ensure that each student assigned to a clinical rotation complies with the rules, policies, procedures, and requirements of the clinical facility. Students are required to submit current immunization information to the college-approved third-party vendor to fulfill the requirements of the program and clinical sites. It is

important to submit this information as they are pre-requisite requirements for clinical education experiences in the curriculum. Michigan Medicine and Trinity Health clinical sites have the most requirements and therefore serve as our standard for the program. These requirements include:

Tuberculosis testing

- Two-Step Skin Test: 5Tu/0.1 ml administered intradermally with the two steps test administered one to three weeks apart - this must be completed within the previous 6 months of starting the program
- If the skin test is positive, a chest x-ray must also be completed and submitted. This chest x-ray must be within the past six months. If the chest x-ray is negative, the student must submit the positive skin test, the negative chest x-ray, and a physician's note stating the student has no signs or symptoms of TB. If the student had prophylactic treatment, documentation of that treatment must be submitted as well.

OR

- If the student already has had a history of a positive skin test, a skin test will not be needed. However, a chest x-ray must be submitted. Please see the information above regarding a negative or positive chest x-ray.

OR

- Negative QuantiFERON blood test within the 3 months before the start of the program

Measles (Rubeola), Mumps, and Rubella (MMR)

- Either documentation of two vaccinations or a positive antibody titer for all three components

Varicella Zoster

- Either documentation of two vaccinations or a positive antibody titer

Tetanus, Diphtheria, and Pertussis (Tdap)

- Either documentation of a Tdap vaccination within the past ten years or a Tdap vaccination administered in your lifetime plus a Td booster within every ten years of the original Tdap

Hepatitis B

- Documentation of the three-dose series
- If the student is in the process of receiving the series, documentation must be provided of the timeline of the doses

AND

- Documentation of immunity with a titer
- If the student is in the process of receiving the series of vaccines, the student must provide evidence of immunity with a titer after the specified timeframe from the last vaccine

Influenza

- Documentation of vaccination is required annually by October 31 of each year

Covid-19 (Optional)

- Documentation of vaccinations and boosters if have had them

NOTE: Students unable or unwilling to have the appropriate lab testing and/or immunizations required, are advised in writing that failure to do so may limit them from completing their clinical, laboratory, and/or rotation requirements and thus the ability to complete the program. Given the clinical site requirements, the PTA program cannot guarantee your ability to participate in the clinical education portion of the program. Please discuss any concerns with the WCC PTA faculty and the Dean of Students.

2.11.3 CPR Certification

Students are required to submit current CPR certification information to college college-approved third-party vendor to fulfill the requirements of the clinical sites. The clinical sites **only** accept Basic Life Support (BLS) for Healthcare Professionals through the American Heart Association.

2.12 Criminal Background Check

Policy:

All students, both those accepted and those on the alternate list, must purchase a Criminal Background Check through a designated agency by a designated date.

- Fingerprints may be required if a state statute, federal statute, or executive order requires them, per State law.
- If the student receives a “positive” from the criminal background check, the student’s acceptance may be placed on hold until the matter is resolved. That student should contact the Program Director to discuss their options.
- It is the student’s responsibility to follow up on any discrepancies.

- The program cannot guarantee acceptance into clinical sites or licensure for those students with a “positive” from the criminal background check.

If a clinical site requires further criminal background checks, fingerprinting, or drug screening, students must comply with the facility’s requirements. Students will be responsible for any costs incurred for additional testing required for clinical rotations.

Note: The PTA Program at WCC does not guarantee that the pre-admission criminal background check will ensure clinical placement, the ability to sit for the National PTA Licensure Exam, employment, or the granting of licensure in any particular state. Failure to receive an acceptable drug test, background check, or finger printing at any time may result in dismissal from the program.

Students are requested to discuss their situation, related to these issues, as appropriate with the Program Director and/or ACCE.

2.13 Misdemeanor or Felony

A student who is charged with a misdemeanor or felony while enrolled as a PTA student is obligated to report this event to the Program Director immediately.

2.14 Insurance

Student Health Insurance

Policy:

Students must have health insurance. Students are required to maintain their own health insurance policy at all times while they are enrolled in the Physical Therapist Assistant program. Students are solely responsible for their medical bills while enrolled in the program. No student will be permitted to report to their assigned clinical site without proper health coverage.

Student Liability Insurance

Washtenaw Community College will provide incidental malpractice insurance protection for students and program faculty when on assignment in clinical affiliates. The malpractice insurance will cover the student only on approved clinical assignments and when being supervised by a clinical instructor. Students who participate in unapproved clinical activities are not covered by this policy and may be subject to disciplinary action.

2.15 Drug-Free Facilities and Drug Screens

Policy:

Washtenaw Community College and its affiliated clinical education sites are drug-free facilities. Students and faculty are prohibited from the unlawful manufacture, distribution, dispensing, possession, or use of any narcotic drug, amphetamine, barbiturate, marijuana, alcohol, or any controlled substance while on campus or at a clinical education site.

Federal laws criminalizing the manufacture, sale, and use of marijuana remain in place, as do federal regulations that require institutions of higher education to maintain drug-free campuses to qualify to receive federal financial aid. As an agency that accepts federal funding, the College must also comply with the federal Drug-Free Workplace law ([Policy](#)). This law, which supersedes state statutes, still considers marijuana a banned substance. Accordingly, marijuana will continue to be prohibited on all College property and clinical affiliates at all times. **Being under the influence of any illegal drugs or controlled substances on College property or at College-sponsored activities is prohibited.**

Failure to comply with the drug-free policy will result in immediate referral to the local police department for prosecution. Students whose actions significantly endanger patient safety (which includes but is not limited to, alcohol/drug usage or sexual misconduct) will be dismissed from the program immediately ([WCC Alcohol Policy](#)).

Students may be subject to a drug screen at the discretion of their clinical site. If the clinical site finds a student's drug screen to not meet their standards, the student may be dismissed from the program. Drug screens detect both prescription and recreational drugs. If you are taking prescription medication, please have current prescriptions for that medication and make sure you are taking the prescribed dose. Your drug screen and your prescriptions will be assessed for compliance.

2.16 Degree Awarded

Upon completion of all required program general education and PTA program courses (didactic and clinical), the student will be awarded an Associate Degree in Applied Science. It is the expectation of the program faculty that all students will have their general education courses and PTA courses completed at the end of the program for graduation to occur at the end of the program. This allows graduates to sit for the licensure exam directly following the program rather than after another semester.

2.17 Licensure Requirements

In Michigan, graduates of a CAPTE-accredited physical therapist assistant program are eligible for the National Physical Therapy Exam (NPTE). Upon passing the exam, applicants are awarded the PTA license.

In Michigan, students are allowed to take the NPTE before completion of the PTA program.

Policy:

The state of Michigan allows students who are in their final semester to take the NPTE if the educational program indicates that the student is in “good standing.” The WCC PTA program defines “good standing” as the following;

- The student has completed all general education courses required for graduation before the last semester with the GPA required for continued eligibility.
- The student has successfully completed PTA 240, Clinical Education II, without red flags on the Clinical Performance Inventory (CPI) and/or remediation plans.
- The student is currently enrolled in PTA 250, Clinical Education III, and has had no red flags or remediation plans.
- The student has taken the Program Comprehensive Final Examination with a score greater than or equal to 70%.

Procedure:

Eligible students notify the Program Director, in writing, of their intention to apply for licensure and take the NPTE before graduation. The Program Director will arrange for those students to take the Program Comprehensive Final Examination early. Once students pass the Comprehensive Final (see policy), the Program Director will validate the student's graduation with the Federation of State Boards of Physical Therapy (FSBPT).

2.18 PTA Advisory Board

The Advisory Board reviews, advises, and recommends ways for the PTA Program to best meet the needs of students, employers, and the community. The WCC Physical Therapist Assistant Program Advisory Board consists of members of the affiliate clinical sites. The PTA program director and the ACCE also serve on the Advisory Board. Part-time faculty may serve on the Advisory Board. The Advisory Board makes recommendations concerning all aspects of the program, including, but not limited to, the curriculum (didactic and clinical), program mission statement and goals, annual program

assessment plan and report, program laboratory facilities and equipment, and staffing. The Physical Therapist Assistant Program Advisory Board meets twice annually.

2.19 Professional Organizations

Policy:

The American Physical Therapy Association (APTA) is the professional body that represents all PTs and PTAs. This is important in terms of regulatory, professional, and reimbursement issues. It is an invaluable source of information. As a member of the APTA, you, as a healthcare professional, can influence your profession. Although membership in the APTA is not required, it is strongly recommended.

Student memberships are available which allow participation in Chapter, State, and National activities as well as access to the many resources offered by the APTA. PTA students are strongly encouraged to join and participate in APTA professional activities and memberships ([APTA Membership](#)).

2.20 Program Curriculum

Four courses must be taken before admission to the program. These are:

- ENG 111 Composition I
- HSC 101 Healthcare Terminology
- BIO 111 Anatomy and Physiology - Normal Structure and Function
- Academic math level 3 or MTH 160 or MTH 160x
 - See the program application or speak with a Health Advisor for more information.

The PTA curriculum consists of coursework in two areas: general education courses for the Associate degree in Applied Science and courses for the PTA major. The general education courses meet WCC requirements for Writing, Speech, Mathematics, Natural Science, Social/Behavioral Science, and Arts/Humanities. It is recommended that students take the general education courses before starting the PTA major courses but it is not required.

The coursework in the PTA major is divided into technical and clinical courses and provides students with both knowledge and skills (technical courses), as well as opportunities to apply and refine those skills (clinical courses).

Students must successfully complete all required courses with a grade of "C" or higher to remain in and graduate from the PTA program.

Table 1 summarizes the courses that comprise the prerequisites, general education curriculum, and PTA curriculum required for the Associate in Applied Science.

Table 1. Pre-requisite courses, General Education Courses, and Major Courses

Course Number	Course Name	Credit Hours
PRE-REQUISITES		14 HOURS
BIO 111	Anatomy and Physiology - Normal Structure and Function	5
ENG 111	Composition I	4
HSC 101	Healthcare Terminology	1
MTH 160	Basic Statistics	4
GENERAL EDUCATION		12 HOURS
COM 101 OR COM 102	Fundamentals of Speaking OR Interpersonal Communication	3
HSC 147	Growth and Development	3
PHL 244	Ethical and Legal Issues in Healthcare	3
PSY 100	Introduction to Psychology	3
PTA MAJOR COURSES		36 HOURS
PTA 100	Fundamentals of Physical Therapy	2
PTA 150	Therapeutic Procedures I	3
PTA 160	Therapeutic Procedures II	2
PTA 180	Clinical Kinesiology	4
PTA 195	Introduction to Disease	2
PTA 198	Soft Tissue Management	2
PTA 200	Therapeutic Modalities	4
PTA 220	Therapeutic Exercise I	4

PTA 225	Therapeutic Exercise II	4
PTA 230	Clinical Education I	1
PTA 240	Clinical Education II	2
PTA 250	Clinical Education III	5
PTA 280	Clinical Concepts	1
	Minimum credits required	62

The PTA program coursework has been sequenced in such a way as to introduce students to concepts, principles, and processes through didactic courses at the beginning of the program. Clinical courses have been added at such points where students are ready to practice skills in real-world settings. The sequence of courses is outlined in Table 2.

Table 2. PTA Program Course Sequence by Semester, Credit Hours, and Course Length in Weeks.

Course Number	Course Name	Term Taught	Credit Hours	Course Length (in weeks)
ENG 111	Composition I	1	4	15
BIO 111	Anatomy and Physiology - Normal Structure and Function	1	5	15
HSC 101	Healthcare Terminology	1	1	15
MTH 160	Basic Statistics	1	4	15
COM 101 OR COM 102	Fundamentals of Speaking OR Interpersonal Communication	2	3	15
PTA 100	Fundamentals of Physical Therapy	2	2	15
PTA 150	Therapeutic Procedures I	2	3	15
PTA 180	Clinical Kinesiology	2	4	15
HSC 147	Growth and Development	2	3	15
PTA 160	Therapeutic Procedures II	3	2	12
PTA 195	Introduction to Disease	3	2	12
PTA 200	Therapeutic Modalities	3	4	12

PTA 220	Therapeutic Exercise I	3	4	12
PSY 100	Introduction to Psychology	3	3	15
PTA 230	Clinical Education I	3	1	2
PHL 244	Ethical and Legal Issues in Healthcare	4	3	15
PTA 198	Soft Tissue Management	4	2	12
PTA 225	Therapeutic Exercise II	4	4	12
PTA 240	Clinical Education II	4	2	3
PTA 250	Clinical Education III	5	5	12
PTA 280	Clinical Concepts	5	1	15
			62 Hours Total	

Three courses compromise the clinical education component of the PTA program: PTA 230, PTA 240, and PTA 250. These courses are shown in Table 3 with a breakdown of clinical contact hours.

Table 3. Clinical Education Contact Hours, by Semester

Semester	Course (Credit Hours)	Contact Hour Distribution	Total Contact Hours Per Week	Total Contact Hours Per Semester
Year 1, Winter	PTA 230 (1)	8 days	6-hour days over 2 weeks	48 hours
Year 2, Fall	PTA 240 (3)	One, 3-week full-time experience	40 hours per week	120 hours
Year 2, Winter	PTA 250 (4)	Two, 6-week full-time experiences	40 hours per week for both experiences	240 hours for both experiences, 480 hours total
Total Clinical Education Contact Hours				648 Hours

Table 4. Course Descriptions for Physical Therapist Assistant Program

PTA 100 Fundamentals of Physical Therapy

(2 credits; contact hours: 30 lecture, 0 lab, 0 clinical, 30 total contact hours)

This course serves as an introduction to the Physical Therapist Assistant Program and includes a historical overview of physical therapy careers, the role of the physical

therapist assistant as a member of the health care team, and the scope of practice of the physical therapist assistant with emphasis on the State of Michigan Standards. It includes ethical behavior, interpersonal communication, patient motivation, and basic documentation. Students are expected to relate healthcare observations and experiences to course materials and discussions.

PTA 150 Therapeutic Procedures I

(3 credits; contact hours: 15 lecture, 60 lab, 0 clinical, 75 total contact hours)

This course introduces the Physical Therapist Assistant student to the fundamental procedures of patient care and management. It prepares the student to safely and appropriately administer these procedures under the direction and supervision of a licensed physical therapist. Emphasis is on the development of decision-making and problem-solving skills while performing patient care activities.

Content includes but is not limited to bed mobility, transfers, body mechanics, wheelchairs and wheelchair management, gait training with assistive devices, and aseptic techniques.

PTA 160 Therapeutic Procedures II

(2 credits; contact hours: 15 lecture, 30 lab, 0 clinical, 45 total contact hours)

This course provides the Physical Therapist Assistant student with patient care and patient management skills for safe and appropriate use with patients under the direction and supervision of a licensed physical therapist. Lectures, demonstrations, lab practice, and patient simulations will be used to develop decision-making and problem-solving skills with an emphasis on safety. Topics will include but are not limited to, accessibility, pulmonary hygiene, orthotics, prosthetics, and wound management.

PTA 180 Clinical Kinesiology

(4 credits; contact hours: 30 lecture, 60 lab, 0 clinical, 90 total contact hours)

This course introduces the study of human movement and includes the principles of basic physics and biomechanics. It examines the relationship of structures (skeletal, joint, neural, muscle) to function and examines normal and abnormal movement. Emphasis is on functional application to provide a foundation and rationale for therapeutic interventions necessary for the Physical Therapist Assistant student. Laboratory experiences will correlate to the study of body regions covered in the lecture.

PTA 195 Introduction to Disease

(2 credits; contact hours: 30 lecture, 0 lab, 0 clinical, 30 total contact hours)

This course introduces the study of disease and disease processes in humans. Emphasis will be on the impact on body systems, development, and rehabilitation. Lecture and

student presentations will include pathology, treatment, medication, prognosis, and implications for physical therapy treatment by the PTA, under the direction and supervision of a licensed physical therapist.

PTA 198 Soft Tissue Management

(2 credits; contact hours: 15 lecture, 60 lab, 0 clinical, 75 total contact hours)

This course applies and builds on the knowledge of human anatomy and clinical kinesiology and instructs the PTA student in the safe and appropriate use of soft tissue techniques including but not limited to basic soft tissue massage and compression to be performed under the guidance and direction of a licensed physical therapist. Lecture demonstration, lab practice, and patient simulations will be used to develop problem-solving and technical skills needed for clinical application.

PTA 200 Therapeutic Modalities

(4 credits; contact hours: 30 lecture, 60 lab, 0 clinical, 90 total contact hours)

This course introduces the Physical Therapist Assistant student to the principles and skills necessary for the safe and appropriate administration of physical therapy modalities under the direction and supervision of a licensed physical therapist. Correlating lecture and laboratory experience topics will include therapeutic heat and cold, and select physical agents and modalities.

PTA 220 Therapeutic Exercise I

(4 credits; contact hours: 30 lecture, 60 lab, 0 clinical, 90 total contact hours)

This course introduces the PTA student to the theory, principles, and procedures of therapeutic exercise providing the basis for safe and appropriate administration, monitoring, and adjustment of exercise programs (including but not limited to goniometry and muscle performance, balance, strengthening, and posture) to implement a plan of care under the direction and supervision of a licensed physical therapist. Students will develop a rationale for the selection and use of basic exercise equipment and will practice activities and progression of goal-directed therapeutic exercise programs as well as monitor and document patient performance and response. Laboratory activities will correlate with lecture topics and will include practice, patient simulations, and demonstrations.

PTA 225 Therapeutic Exercise II

(4 credits; contact hours: 30 lecture, 60 lab, 0 clinical, 90 total contact hours)

This class continues PTA 220 and continues the study and application of theory, principles, and procedures necessary for patient treatment using goal-directed exercise as a treatment modality, under the direction and supervision of a licensed physical therapist. General exercise as well as exercise for specific populations and diagnoses will

be included. Students will practice instruction, progression, and justification of exercise programs as well as monitoring and documentation of patient response and/or simulated patient interaction. Laboratory activities will correlate with lectures and will include practice, patient simulations, and demonstrations.

PTA 230 Clinical Education I

(1 credit; contact hours: 0 lecture, 0 lab, 48 clinical, 48 total contact hours)

This course provides the qualified Physical Therapist Assistant student with the opportunity to observe and participate in structured and supervised experiences in healthcare settings. Students will be placed by the program in off-site locations and given limited opportunity to safely and appropriately apply therapeutic interventions. This initial clinical experience will also provide the background and foundation for future coursework.

PTA 240 Clinical Education II

(2 credits; contact hours: 0 lecture, 0 lab, 120 clinical, 120 total contact hours)

This second clinical experience will provide the qualified Physical Therapist Assistant Student with additional supervised clinical learning experiences and the opportunity to further develop and practice necessary clinical decision-making, treatment, and documentation skills. Students will be assigned to varied off-site healthcare settings.

PTA 250 Clinical Education III

(5 credits; contact hours: 0 lecture, 0 lab, 480 clinical, 480 total contact hours)

This third clinical experience consists of full-time clinical placements in off-site healthcare settings. Qualified Physical Therapist Assistant students will perform activities of supervised patient care, documentation, and family instruction, acting as members of the health care team to achieve entry-level competency.

PTA 280 Clinical Concepts

(1 credit; contact hours: 15 lecture, 0 lab, 0 clinical, 15 total contact hours)

This course reviews and builds upon classroom and clinical education experiences to examine ethical considerations in patient care, relationships and communication between Physical Therapists and Physical Therapist Assistants, preparation for employment, professional growth after graduation, and critical appraisal of published research.

2.21 Attendance

Policy:

Students are expected to attend all lectures and labs. Students are also expected to be punctual. Each instructor will determine the attendance policy and deductions for tardiness and absences for their course(s) and will include this information in the course syllabus.

See the following PTA program attendance definitions:

- *Late*: 10 minutes or less after class has started
- *Unexcused Absence*: More than 10 minutes late to lecture or lab without prior notification to the instructor(s) OR absent without prior notification to the instructor(s)
- *Excused Absence*: More than 10 minutes late with notification to the instructor(s) before class/lab OR absent from class with notification to the instructor(s)
 - Absence for illness, emergencies, or jury duty

Procedures:

1. If a student is unable to attend class due to an emergency or illness, the student must notify the instructor(s) by phone and/or email before class.
2. If a student is absent two consecutive days due to a medical excuse, they may be asked to present the instructor with a physician's note dated with the days of absences and the reason for the absences.
3. Extended absences will be reviewed with the Program Director and the Instructor for that course (see Medical Issues and Medical Leave of Absence below).
4. Extended absences due to emergencies will be handled per Washtenaw Community College Policy on an individual basis.
5. Absences due to medical conditions related to pregnancy are addressed on the WCC Pregnant Student Rights web page ([Pregnant Student Rights](#)). Also, please see Pregnancy Leave below.
6. If a student is late or is determined to be an unexcused absence, they must submit an email to the instructor, explaining the cause, to document the infraction.

Please see the Clinical Education section for the policy on absences during a clinical education experience.

NOTE: Absences are not taken lightly. Punctuality and attendance are expected

professional behaviors for the PTA student in the classroom labs and the clinic. Consistent tardiness and absenteeism are subject to disciplinary action and could lead to dismissal from the program. It is the student's responsibility to obtain and complete all missed work, including assignments, and make any necessary arrangements with the instructor. Each instructor reserves the right to implement additional policies and procedures regarding the above.

2.22 Medical Issues

Please refer to the Attendance Policy regarding extended absences. It is the student's responsibility to inform the PTA Program Faculty and their Instructor of any health-related issues that may interfere with the completion of any component of the course/Program activities or objectives. This also includes pre-existing conditions and changes in abilities to meet the Technical Standards. The Instructor and/or Program Director may request written documentation from the student's physician. The Instructor and/or Program Faculty will discuss the issue with the student, and as appropriate, work with the student's physician regarding any restrictions. Based on the above information the Instructor and/or Program Faculty will make accommodations as appropriate.

Failure to notify program faculty of medical issues will interfere with a student's ability to complete the program.

2.23 Medical Leave of Absence

A student who experiences medical conditions or psychological conditions that significantly impair his or her ability to function successfully or safely as a student may request a leave of absence from the program. To return to the program, the student must provide documentation from a physician or appropriate healthcare provider that the condition that precipitated the leave of absence has been sufficiently addressed to the point where it will no longer adversely affect the student's safety and functioning. If the appropriate document is not provided, the student will be denied readmission to the program. The student will need to register for a PTA 189 course the semester before reentering the program to evaluate their clinical competency level. If PTA 189 is not completed, the student will not be readmitted to the program.

2.24 Pregnancy Leave

A pregnant student enrolled in the PTA program has certain rights under Title IX which are outlined on the WCC website under [Pregnant Student Rights](#). In addition, the PTA program must adhere to the stated policy as provided by each clinical affiliate. Pregnant students will make their own choice whether or not to declare pregnancy. A declared pregnant person is "a person who has voluntarily informed, in writing, the PTA Program Director of the pregnancy and the estimated date of conception."

The declared pregnant student may elect to take an excused pregnancy leave from the program for one year and be readmitted the following year. The student will be given credit for all college work completed previous to the pregnancy leave but must register for a PTA 189 course the semester before reentering the program to evaluate their clinical competency level. If a declared pregnant student does not return to the program after one year, that student must reapply to the program and will need to repeat previously completed coursework.

2.25 Military Leave

A military leave of absence is granted to students whose military reserve obligations may necessitate a period of absence from the program when they are called to extended active duty. Students returning to the program from active duty will need to notify the program director and supply any pertinent military papers requested by the program director. The student will be given credit for all college work completed previous to the military leave but must register for a PTA 189 course the semester before reentering the program to evaluate their clinical competency level.

2.26 Grading

Policy:

It is the student's responsibility to monitor their progress throughout the course and PTA program and to seek assistance from their instructors, tutors, and other faculty if they identify that they are not progressing satisfactorily.

Numerical grades will be converted to letter grades as follows for all courses, except clinical education courses. The program uses the following grade scale:

Numerical Grade	Letter Grade
95 – 100	A
90 – 94	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C*
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 63	D-
<60	F

*All students must achieve a minimum of a “C” in each class, and maintain an overall GPA of 2.0 to remain in the PTA Program.

NOTE: A student must have a passing grade (C=73% at least) in **each component (lecture and lab)** of the class to pass the course and to progress forward in the program.

At the discretion of the instructor, along with the Program Director, and following college policy, an “Incomplete” or “I” may be assigned. This will be assigned, if, due to extenuating circumstances, not all course requirements have been met. This grade is not allowed for excessive absences. When a grade of “I” is allowed, a deadline for the completion of course requirements must be established by the instructor and met, for the student to receive a passing grade.

Clinical Education classes (PTA 230, PTA 240, and PTA 250) will be graded on a Pass/No Pass grading system. Students must demonstrate competency per the course objectives to attain a passing grade for each clinical education course. These objectives are outlined in the course syllabus and clinical education manual. A student must attain a “P” in each of the clinical education courses to meet degree requirements.

2.27 Assignments

Policy:

All assignments are expected to be submitted on the due date. Individual instructors will provide specific policies regarding due date, submission format (LMS, email, etc.), and assignment format in the course syllabus. Late assignments may be penalized. If an assignment is turned in up to 24 hours late, your grade will be based on the rubric of the assignment minus 10%. Beyond the 24-hour timeline, the grade will go down an additional 10% for each 24 hours. Extenuating circumstances may be addressed with the instructor **before** the scheduled due date or in emergent situations so that accommodations may be granted.

Assignments submitted will not be considered late if they are submitted on or before the due date/time. The program faculty/instructors and office personnel are not responsible for any technical difficulty that delays the electronic submission of an assignment.

All assignments should be completed at college-level writing. Instructors reserve the right not to accept and/or deduct points for unacceptable work. Points may be deducted if an assignment contains spelling or grammatical errors. Assignments should be typed unless the instructor specifies otherwise. The inability to demonstrate appropriate written communication skills may result in remediation and potential dismissal from the PTA program. There is a Writing Center that offers free help to students for all assignments ([Writing Center](#)).

Assignments given by clinical instructors to students enrolled in clinical education courses are considered course assignments and must be completed.

2.28 Written Examinations, Practical Exams, and Competency/Skill Check-Offs

Policy:

Students are expected to be on time and prepared for all examinations and competency check-offs. Extra time will not be granted to those students who begin the exam late. Students are responsible for all curriculum content during all practical exams. If a student is late for a practical exam, they may be permitted to take the exam to attempt to demonstrate knowledge of the material and will receive a score reflective of the components completed. If the late student chooses not to attempt the practical exam in the shortened period, the student will need to reschedule practical exams at the convenience of the instructor. Essential and/or safety elements have been identified for

each skill. Failure to perform an essential/safety element will result in the skill check-off or lab practical.

Patient safety is of utmost importance. Failure to apply safe procedures and practice in any component of the competencies or practical exams will result in failing that competency/practical. A student must retake the competency/practical to demonstrate competency and safety. The student will receive the grade attained in the initial practical/competency (see policy below on Retakes of Skills Competency).

Adherence to professional behaviors is expected during all competencies and lab practical exams. Failure to comply with these behaviors may result in point deductions and potential failure of competency/practical. A student will then need to retake that competency/practical.

2.29 Skill Competency/Check-Offs

Policy:

All students must successfully demonstrate competence for each required technical skill (see Technical Skills Competency Checklist). All instructor check-offs must be completed before all and any lab practical exams, unless other arrangements are made with the instructor ahead of time. Peer check-offs may be required at the instructor's discretion.

2.30 Practical Exams

Policy:

Practical exams are formal assessments of the student's competency in a set of skills or a combination of therapeutic interventions and clinical problem-solving. This may include performing a complete treatment session. Practical exams will be scheduled during lab time, and often require additional time, outside of normal class time, due to the extent of the practical examination. The instructor will inform the students, in advance, of the content of the practical exam and the estimated time requirements. The instructor will post assigned times for practical exams. Time commitments also include time spent as "patient simulators" for fellow students during competency check-offs and practical exams, as well as time for written documentation of the treatment performed.

Note: Due to the complexity of the practical exam, and the time required, practical exams may "run over" their allotted time. Instructors will make every effort to keep the practical exam time on schedule. Hence, student cooperation and punctuality are expected.

A student must receive a passing grade of a “C” or at least 73% in each practical exam. If a student fails to demonstrate competency in a particular section of a practical or check-off, a retake may be required. Please see the procedures below. Students must pass each practical before being permitted to take the next practical scheduled in the class.

NOTE: Students will be expected to demonstrate skill competency multiple times throughout the program. If a student fails to demonstrate skill competency at any level remediation will be required. This may impact a student’s progression in the program and the student’s status will be evaluated on an individual basis.

NOTE: A student must have a passing grade (C=73% at least) in each component (lecture and lab) of the class to pass the course and to progress forward in the program.

2.31 Retakes of Skills Competency

Policy:

If a student does not successfully demonstrate competency on a technical skill, either during a skill check-off or a practical exam, that student will need to retake the assessment. Essential and/or safety elements have been identified for each skill. Failure to perform an essential/safety element will result in failure of the skill check-off or lab practical.

The retake is the opportunity for the student to demonstrate competency in that area. The grade for the first attempt will be the grade recorded for that assessment. The highest grade the student can achieve is a 72%. A score of 83% or higher is required on the retake in order to be considered a passing grade. This will represent that the student demonstrated sufficient competency for that particular exam’s content.

A maximum of two (2) retakes, per course, per semester is permitted. Retakes on competencies/practical exams are to be completed within 1 week based on the instructor’s availability. An instructor has the right to ask an additional faculty member to observe the retake if deemed necessary. Lab final exams retakes must be scheduled before beginning a clinical education experience and before grades for the semester are submitted. The instructor may decide that a student who has failed a skill competency may need to do additional remediation work related to that competency.

Students who have had two retakes will need to meet with the instructor and Program Director to discuss their status in the Program. A student who has two retakes and does not pass a third competency will not be eligible to continue in the program.

Procedures:

1. The instructor will notify the student that they were not successful in demonstrating safety/competency of a skill or skills.
2. The instructor will notify the student of available retake dates and times.
3. Students are responsible for signing up for the needed retakes.
4. The student will receive a new patient/case scenario.
5. The instructor will attach the retake scoring sheet to the original form.
6. The instructor will indicate on the retake scoring sheet whether the student achieved competency.
7. If a student does not achieve competency on the retake, the instructor will notify the student that they will enter remediation.
8. The instructor will notify the Program Director that a student needs to enter remediation.
9. The instructor and student, with input from the Program Director, will develop a written remediation plan which will also include another opportunity to demonstrate competency.
10. If the student fails to complete the remediation plan, they may be dismissed from the program.
11. A student who has two retakes and does not pass a third skill competency will not be eligible to continue in the program.

2.32 Lab Practical Final Examinations**Policy:**

The final lab practical examination requires that students demonstrate the ability to critically think and integrate multiple skills as would be required in a clinical setting. Students must pass the entire lab practical final exam and have a grade of "C" or better to pass the practical.

A student is allowed only one retake of a lab final practical exam. All essential elements and each section must be passed on the retake for the student to pass the retake and continue in sequence. A student who does not pass the final practical exam retake will not be allowed to progress in the program.

2.33 Program Comprehensive Final Written Exam

Policy:

All 2nd year PTA students must complete a comprehensive written exam before graduation. This exam, administered in PTA 280, is modeled after the PTA Licensure exam. The purpose of this exam is to:

1. Assess the student's readiness as an entry-level PTA
2. Assess the curricular components of the PTA program
3. To prepare students for the NPTE-PTA Licensure Exam administered by the FSBPT

Students must pass the comprehensive final exam or a designated equivalent to graduate from the program.

2.34 Returning Graded Assessments

Policy:

All written exams, practical exam rubrics, and assignments will be graded and returned to the student for review as soon as possible. After being reviewed by the student, all written exams, practical exam rubrics, and assignments must be returned to the instructor.

Procedures:

1. Written exams, practical exam rubrics, and assignments are kept on file with the PTA Program for 2 years or per accreditation requirements.
2. A student may request to review their exam, rubric, or assignments at any time within the 2 years that the documents are kept on file.
3. Instructors will arrange for a review of requested materials at a mutually convenient time, with supervision.

2.35 Continuing Eligibility

Students will be expected to demonstrate skill competency multiple times throughout the program. Students are expected to demonstrate continued competency in skills previously learned. If a student fails to demonstrate skill competency at any level, remediation will be required. Failure to demonstrate competency will impact a student's

progression in the program and the student's status will be evaluated on an individual basis.

Policy:

To continue through the course sequence of the Physical Therapist Assistant (PTA) Program, a student must maintain an overall GPA of "C" or better and complete all didactic (non-clinical) PTA courses with a grade of "C" or better. A **passing grade** of "C" in the PTA program is equivalent to a **73%**. Any grade less than 73% for a PTA course is a failing grade.

If a didactic course has a lab component, the lecture portion and lab portion are graded independently. **A passing grade in a PTA course that has a lab component means scoring at least 73 percent in both the lecture portion and lab portion of the course.** This means a student must receive a 73% or higher for the lecture portion of their grade as well as a 73% or higher for the lab portion of the grade. If a student scores a 73% or higher for both the lecture and lab portions of the course, the overall grade for the course will be the average of the grades for both the lecture portion and lab portion. If the student receives a 73% or higher for the lecture portion but not the lab portion, that is considered a failing grade. Or, if a student receives a 73% or higher for the lab portion but not the lecture portion, that is considered a failing grade. In this case, the overall course grade at best will be a 72% or "C-."

A student who has failed a PTA didactic course or whose GPA falls below a "C" is not eligible to progress in the program. The student must meet with the Program Director within one (1) week of the end of classes to discuss their options. A student who has failed more than one PTA course will not be eligible to re-enter the program. It may be possible for a student who has failed only one PTA course to re-enter the program as an out-of-sequence student if resources and clinical site placements are available. If the eligible student fails to meet with the Program Director within the specified timeframe, that student will not be able to re-enter the program.

Clinical education courses are not issued a letter grade; they are issued a pass ("P") or no-pass ("NP") grade. Please refer to the clinical course syllabi for grading criteria and course requirements. If a student received a "No-Pass" in a clinical education course, the circumstances of the no-pass will be discussed between all parties (the Academic Coordinator of Clinical Education, Site Coordinator of Clinical Education, Program Director, Clinical Instructor, and student). If it is deemed appropriate, remediation must be completed. The details of the remediation plan will be in writing. If the remediation is successfully completed within the specified timeframe, the student will pass the clinical education course. If the remediation is not successfully completed, or not completed within the specified timeframe, the student will be dismissed from the program and will not be eligible to re-enter. If remediation is deemed to be beyond the resources of the program or a clinical facility, the student will be dismissed from the program and will not be eligible to re-enter.

Professional conduct is expected from all students in the PTA program in all interactions. If a student does not demonstrate appropriate professional behaviors at any time throughout the

program, the faculty will meet with all parties involved and determine the level of severity. If determined appropriate, remediation will be required. The details of the remediation plan will be in writing. If the remediation is successfully completed within the specified timeframe, the student will be allowed to progress in the program. If the remediation is not successfully completed, or not completed within the specified timeframe, the student will be dismissed from the program and will not be eligible to re-enter. If the behavior was deemed harmful or dangerous, this will lead to dismissal from the program and the student will not be eligible to re-enter.

The professional behaviors, including timely attendance, are assessed throughout the program and assessed by all faculty, including clinical faculty. These behaviors are assessed and documented on the Technical Skills and Professional Behaviors Competency Checklist for the didactic portion. The PTA 230 Clinical Summary Checklist and the APTA Clinical Performance Instrument are the tools used during clinical experiences.

The expected professional behaviors are discussed during the program's orientations, listed in the Student Handbook and the Clinical Education Handbook, reinforced in each clinical educational course orientation, and are discussed during class times throughout the program.

2.36 Graduation Requirements

Policy:

The PTA program is designed to be completed in four semesters once a student has entered the program. It is the student's responsibility to check and monitor their academic records to be sure that they have completed all College and PTA Program requirements for graduation (see [Degree Works](#)).

According to Washtenaw Community College policy, students must complete an Application for Graduation form before graduation ([Graduation Application](#)). This form must be submitted at the beginning of the last semester of the program.

All checked-out equipment, books, and supplies must also be returned to the PTA program. Students are strongly encouraged to attend graduation.

2.37 Withdrawing from the PTA Program

Policy:

It is recommended that a student meet with the Program Director before deciding to withdraw from the PTA program.

Procedures:

1. If a student wishes to withdraw from the PTA Program, they should submit their intent to withdraw, in writing, to the Program Director.
2. A student, who withdraws from any PTA course without first discussing with their advisor or the Program Director, is considered to be withdrawn from the program. This student is not eligible to re-enter the program.
3. It is the student's responsibility to withdraw from each course for which they are registered after indicating their intent to withdraw from the program.
4. A student who withdraws from the program due to non-academic reasons may re-enter the program out of sequence. The student must request re-admittance in writing. A contract will be drawn up by the Program Director specifying the process for re-entering. The student must meet all given requirements in the specified timeframes per the contract. The student must re-enter within the cycle of the next offering of that semester's coursework.
 - If that student re-enters as an out-of-sequence student and needs to withdraw a second time (again, for non-academic reasons), that student must meet with the full-time faculty to address concerns and establish a plan to allow them to reapply through the Health Admissions Office to restart the program.
5. A student who chooses to withdraw from the program due to academic reasons will not be eligible to re-enter the program.

2.38 Dismissal from the Program**Policy:**

Students dismissed from the program for academic or professional behavior issues are not eligible to reapply to the program through the Health Admissions Office or to request to resume as an out-of-sequence student.

2.39 Readmission to the PTA Program**Policy:**

Each request for readmission will be reviewed by the Program Director. Decisions for

readmission will be based on program policy, availability of clinical education sites, program enrollment, and faculty recommendation.

Procedures:

To be readmitted to the PTA program after withdrawal (for non-academic reasons):

1. The student must submit a request to re-enter the program in writing to the Program Director.
2. The student must be academically eligible and in good standing per the PTA Program Standards (see Continuing Eligibility to Remain in the PTA Program).

Readmission to the program will be contingent on the following:

1. The student has not been out of the program longer than one calendar year. (Students who have been out of the program greater than one year will be required to reapply to the program through the Health Admissions Office and start the program over.)
2. The availability of clinical education sites. Currently enrolled students are given priority in placement in clinical education sites.
3. Approval of re-admission request by PTA program faculty. Faculty approval is multifactorial including the student's professional behaviors, prior academic performance, if the student has met previous course objectives, and the nature of the withdrawal. This is to ensure student success upon their return.
4. Successful completion of the requirements (remediation, coaching, advising, etc.) that have been identified as part of the condition of readmission per a written contract signed by both the student and the Program Director.
5. If a student withdrew prior to the end of a semester, the student will need to re-enroll in all of those PTA courses in that semester. If the student completed at least one semester of the program, the student will need to enroll in PTA 189 Study Problems. This course includes written assessments and skill assessments (both technical and professional) that encompass all previous course content. The student must demonstrate competency in all assessments to pass PTA 189. Passing PTA 189 is a pre-requisite for continuing in the program.
6. If a student withdrew at the completion of a semester and passed all of their courses (see Continuing Eligibility to Remain in the PTA Program), the student will need to enroll in PTA 189 Study Problems. This course includes written assessments and skill assessments (both technical and professional) that encompass all previous course content. The student must demonstrate competency in all assessments to

pass PTA 189. Passing PTA 189 is a pre-requisite for continuing in the program.

To be readmitted to the PTA program after failure of one PTA course:

1. The student must meet with the Program Director within one (1) week of the end of classes.
2. The student must submit a request to re-enter the program in writing to the Program Director.

Readmission will be contingent on many factors including available resources and clinical education sites. Currently enrolled students and those re-entering after withdrawal due to non-academic reasons are given priority. The readmittance must be approved by the PTA program faculty. If approved, the student must complete any requirements (remediation, time management and/or study skills workshops, etc.) specified per a written contract signed by both the student and the Program Director.

- Students who are readmitted to the program will be considered out-of-sequence students. The student will need to re-enroll in the course in which they failed. In addition, the student must enroll in PTA 189 Study Problems in the same semester. This course includes written assessments and skill assessments (both technical and professional) that encompass all previous course content. The student must demonstrate competency in all assessments to pass PTA 189. Passing PTA 189 and the previously failed course are pre-requisites for re-entering the program.

2.40 Grievance Procedure

Policy:

Per the Washtenaw Community College Complaint Procedure, an individual with a complaint should follow the [Complaint Procedure](#). For complaints related to College practices or consumer protection issues, individuals should first contact the office, instructor, or area where the issue arose. College administrators or officials can be contacted, as needed, to resolve complaints. A student, prospective student, or member of the public who has a concern about misrepresentation of information concerning the College's educational programs, financial charges, or the employability of College graduates should contact the [Dean of Students Office](#). For more guidance, the Dean of Students should be contacted at deanofstudents@wccnet.edu or by phone at 734-973-3328.

Student Grade Complaint Procedures:

If a student wishes to contest an evaluation, grade, or sanction that they receive during a clinical or didactic course, or if the student has a concern with an instructor, the following

steps should be followed:

1. Students who have concerns/problems of an instructional nature (evaluations, clinical assignments, etc.) or a grievance shall first confer with the instructor involved in an effort to resolve the issue informally. The student should take up these issues with the concerned parties within one week of their occurrence and expect to have the issue addressed/resolved within one week.
2. If the concerns are unresolved at the informal stage, or are of a more serious nature, the student shall put the concerns in writing and send the document to the didactic course instructor or the ACCE (if it involves a clinical education experience), and the Program Director. This document must contain a description of the problem or issue, the names of those involved, and the dates on which any incident/problem took place. The student should take up these issues with the ACCE or the didactic course instructor within two weeks of their occurrence and expect to have the issue addressed/resolved within one week of submitting the document. If the issue concerns a final course grade, the student must submit a grievance within 5 months of the final grade posting.
3. If the concerns are unresolved by the ACCE or the didactic course instructor and the Program Director, the student shall put the concerns in writing to the Allied Health Department Chair using the above-mentioned format. The student should take up these issues with the Allied Health Department Chair within three weeks of their occurrence and expect to have the issue addressed/resolved within one week of submitting the document to the Department Chair. If the issue concerns a final course grade, the student must submit a grievance within five months of the final grade posting.
4. If the concerns are unresolved by the Allied Health Department Chair, the student shall put the concerns in writing to the Divisional Dean of Health Sciences using the above-mentioned format. The student should take up these issues with the Divisional Dean within four weeks of their occurrence and expect to have a response within one week of submitting the document to the Dean. If the issue concerns a final course grade, the student must submit a grievance within five months of the final grade posting. The Dean will make an initial determination regarding the basis for an appeal or that there is no basis for appeal.
5. A final appeal may be made in writing to the Vice President for Instruction (VPI). This final appeal should be submitted within five days of communication from the Dean and should notify the VPI that the student has already talked to the faculty member and Dean. The Vice President for Instruction may request a meeting or more information then shall make a final determination and shall inform the student in writing of their decision.

The PTA Program's student grievance process conforms to that of Washtenaw Community College and students with questions are encouraged to read the College's [WCC Complaint Procedure](#) for clarification. All documentation of student grievances will be kept on file for a period of two years and will include information on how the grievance was resolved. All grievances lodged against the PTA program are reviewed on an annual basis by the PTA faculty to look for trends that might negatively affect the quality of the educational program.

Sexual and Discriminatory Harassment – Student Title IX Grievance Procedure:

1. Contact the [Director of Student Affairs](#), the [Vice President of Student Services](#), or the [Dean of Students](#).
2. Anyone at any time may contact the Office for Civil Rights in the United States Department of Education. Please refer to the WCC Complaint Procedure for more information and guidance.

Complaints Against College Non-Instructional Staff, Personnel, or Administrative Offices Procedure:

1. Please refer to the WCC Complain Procedure for more information and guidance.

External Remedies:

1. Complaints related to general practices that may affect the College accreditation can be directed to the Higher Learning Commission (see accreditation information above).
2. If the complaint is a consumer protection issue, contact the Michigan Attorney General.
3. If the complaint involves an active duty service member or veteran of the US military, visit the [VA GI Bill Feedback Tool](#).
4. Complaints related to general practices that may affect the PTA Program's accreditation can be directed to the Commission on Accreditation in Physical Therapy Education (see accreditation information above).

2.41 Academic Integrity

Policy:

It is expected that a student will complete all assignments, quizzes, written exams, and practical exams independently unless otherwise indicated, in writing, by the instructor. Students are not to discuss any quiz, written exam, or practical exam with other students until all students have been tested. Students are expected to report violations of academic integrity.

Academic dishonesty consists of any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function. Any instances of academic dishonesty in this course will be pursued following Article 4095 of the WCC Board of Trustees Policy Manual ([Student Rights, Responsibilities, and Conduct Code](#)).

1. Plagiarism

- a. The act of stealing someone else's work and attempting to "pass it off" as your own.
- b. Plagiarism includes but is not limited to:
 - i. Offering the work of another as one's own.
 - ii. Offering the work of another without proper acknowledgment or citation.
 - iii. Failing to give credit for quotations or essentially identical expressions of material taken from books, encyclopedias, magazines, websites, other reference works, term papers, reports, or other writing of another individual.

2. Cheating

- a. Obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonesty or deceptive means.
- b. Cheating includes but is not limited to:
 - i. Copying from another's test or examination
 - ii. Receiving or providing unauthorized assistance on exams, quizzes, and other assignments.
 - iii. Using unauthorized materials during an exam or quiz.

iv. Alteration of grades on an examination, an assignment, or records of an instructor.

v. Unapproved discussion at any time of answers or questions on an examination or test.

vi. Taking or receiving copies of an exam without the permission of the instructor.

3. Other academic misconduct

a. Academic misconduct is broadly defined as any prohibited and dishonest means to receive course credit, a higher grade, or a lower grade.

i. Example: Using false excuses to obtain extensions of time or to skip a course session.

Academic dishonesty will result in one or more of the following actions:

1. Receiving a grade of F for the course.
2. Dismissal from the program.

Note: Everyone involved in the academic dishonesty incident will be subject to disciplinary action.

2.42 Student Privacy and Confidentiality

Policy:

Students in the PTA Program at Washtenaw Community College will be afforded their rights to privacy and confidentiality per College Policy (see [WCC Policy Release of Student Information](#), [FERPA](#), and [Student Rights, Responsibilities, and Conduct Code Policy](#)).

Procedures:

To ensure that those rights are protected the faculty will do the following:

1. All student identifying information will be kept private from other students.
 - a. No identifying markers, other than the student's name, will be kept in an instructor's grade book.
 - b. No identifying markers (social security numbers, college ID numbers) may

be used to post grades.

2. Any non-electronic PTA student files will be kept in a locked and secured area.
3. Any non-electronic student files related to clinical education will be kept in a locked and secured area in the ACCE's office.
4. All scanned or electronic files will be password-protected.
5. Unless required for the safety of others in the classroom, lab, or clinical, instructors may not release any student information to any individual including:
 - a. Family members (i.e. parents)
 - b. Other instructors outside the PTA program
 - c. Clinical affiliation sites
 - d. Prospective employers
6. Reasonable accommodations will be made for privacy during lab and practical exams for students with religious requirements including:
 - a. Use of a privacy screen or curtain.
 - b. Modesty of dress, as appropriate, with the use of draping techniques.
7. Instructors will discuss a student's progress or concerns with that student in a private area outside of class time.
8. If a student withdraws or is dismissed from the program, their paper academic files will be kept in a locked and secured area and their electronic files will be password protected.

Students and faculty are expected to maintain confidentiality regarding student records, exams, and assignments at all times. Students and faculty are not to discuss patients/patient records outside the classroom at any time. All discussion relating to a specific patient must be related to the lecture/lab objectives at the time and must refrain from any patient-identifying characteristics. Students will be informed of the privacy and confidentiality policies at Program Orientation.

2.43 Disciplinary Action

Policy:

There is an expected level of interpersonal relations and professional conduct that is required when working and training in a medical setting. All students in the PTA Program at Washtenaw Community College should make an effort to display professionalism and establish goals to obtain efficiency in this area. Students would be advised to review The Standards of Ethical Conduct for the Physical Therapist Assistant ([APTA Ethical Conduct for PTA](#)) and Core Values for the Physical Therapist and Physical Therapist Assistant ([Core Values for the PTA](#)). While training in the clinical setting students will be required to adhere to the policies and procedures of the PTA Program and sponsoring clinical education site. Failure to do so will result in disciplinary action and possible dismissal from the program.

The student will be notified of unacceptable behavior(s), infractions of this handbook, or violations of the WCC Student Rights, Responsibilities, and Conduct Code (SRRCC) by either the program faculty or appointed College staff (depending on the nature and severity of the situation). The student will have the opportunity to respond to any allegations. The SRRCC is found at [4095 - Student Rights, Responsibilities, and Conduct Code Policy](#).

2.44 Right to Due Process

In administering the policies of the PTA Program, the PTA Program and Washtenaw Community College guarantee each student accused of violating a published Physical Therapist Assistant Program or College policy those principles of due process and fundamental fairness established by the Constitution of the United States. Due process at Washtenaw Community College means that a student is assured that their rights as a student will be protected. Specifically, a student has the right to be given written notice of all charges brought against them, the right to an opportunity to refute any charges either in writing or during a hearing made up of program officials and college officials outside of the program, the right to written notice of all decisions made after a hearing, and the right to appeal a decision. Students with questions are encouraged to read the WCC Board of Trustees Policy [Administrative Procedures for Board of Trustee Policy 4095](#).

2.45 Technology Needs

A computer with a webcam (or a separate webcam), microphone, and speakers will be needed throughout the program. You also must have a way to record yourself for assignments. A smartphone is a great way to record, otherwise, you need to have a device that can do this. Also, you must have reliable internet access. While we know issues with connection happen once in a while, experiencing problems with your internet

routinely, will not allow you to be successful. Also, internet speed must be at least 2MBPS for download and upload to use the Learning Management System (LMS). All course materials will be available through the course LMS site. Microsoft Word is required for any document submission. Microsoft 365 is free for students to use while registered in classes at WCC. The use of a mobile device (such as a smartphone or tablet) is not recommended when using the LMS regularly as you are not able to see the entire site and material may be missed.

2.46 Student Email

All students are required to use their WCC student email account for all college and program-related communications. Students are responsible for information transmitted to them via their WCC student e-mail from the College, the PTA faculty, and individuals related to clinical rotations/sites. Information on WCC student email accounts can be found at [WCC Gateway for Students](#).

2.47 Social Media

Students are expected to maintain their level of professionalism when representing physical therapy, WCC, and/or their clinical rotation sites. This includes their digital persona. Trying to maintain dual personas is very difficult and may require the student to step back and view their digital imprint.

The following thoughts should be considered regarding your online image:

- Pause before posting
 - Posting is public
 - Assume permanence
 - Maintain professional and personal integrity
- Monitor privacy settings and changes to it
- Review everything
 - Check tone
 - Revealing photos/videos
- Do not “friend” or “like” patients

Sharing of any protected patient information, comments regarding patient care, or negative references to clinical sites will result in automatic dismissal from the program.

The WCC PTA Program reserves the right to take appropriate actions against dialogue

by students who fail to observe our guidelines respecting the proper use of our social media sites as outlined below:

1. Students in the WCC PTA Program accept responsibility for the content they post on social media sites and will not impersonate, mislead, or purposely obscure the College, PTA Program, or give their clinical education site's identity when using social media. Social media is about enhancing these entity's credibility and reputation. The PTA Program also expects participants in dialogue on social media sites to refrain from impersonating, misleading, or purposely obscuring their identities.
2. The WCC PTA Program protects its intellectual property and respects the intellectual property of others. Therefore, students will not intentionally use copyrighted material without permission or use others' company or business name, logo, or other trademark-protected materials in a manner that may mislead or confuse others concerning the College or clinical education site's brand or business affiliation. The WCC PTA Program will respond to clear and complete notices of alleged copyright or trademark infringement.
3. The WCC PTA Program recognizes the importance of maintaining the confidentiality of an individual's personal and medical data. Therefore, the program expects that students will not include, reference, or reveal such personal data in dialogue in their social media postings.
4. The WCC PTA Program accepts that there are differences and differing opinions about healthcare issues affecting the field of healthcare and therefore strives to maintain a courteous, polite, and professional dialogue about these issues even when we might disagree with opinions expressed by others. The program expects that students in dialogue on social media sites also will accept differences and differing opinions by responding respectfully when they disagree or have a difference of opinion.
5. Students in the WCC PTA Program will not use social media to bully, intimidate, or threaten harm or violence to anyone, including threats directed at the program faculty or clinical education site staff.
6. Students in the WCC PTA Program will not use social media to defame the reputation of others, whether they be individuals, groups of individuals, organizations, or business entities.
7. Students in the WCC PTA Program will not publish or post profanity or obscene or pornographic communication on social media, whether in a user profile or background or in a response, comment, or message posting or response.

8. Students in the WCC PTA Program will properly use the technology/capabilities as an effective communications tool and will not engage in spam or other misuse of communications technologies/capabilities.

The WCC PTA Program does not tolerate social media dialogue that does not conform to reasonable standards of civility outlined above and will therefore take appropriate steps to ensure that students' social media posts conform to such behavioral standards. Such steps may include grade reduction or dismissal from the program.

2.48 Electronic Devices and Phone Use

Policy:

Cell phones and electronic devices are expected to be turned off or in silent mode.

1. An instructor reserves the right to take a student's cell phone away from them for the duration of the class if it is distracting from the student's learning or their peers' learning.
2. During an exam, cell phones are to be turned off completely, and removed from the desktop.
3. Electronic device applications are not permitted for use during class or an exam unless permission is given by the instructor.
4. In case of emergency, the students may use departmental lab phones or may ask the instructor for assistance.
5. Students must obtain permission from each instructor for each class before recording any lecture or lab. Audio or video recordings may not be posted or shared in any format without the written consent of the instructor, guest lecturer, or any student who is represented in the recording (see audiovisual consent form).
6. Cell phone use by students in clinical areas at the student's clinical site is prohibited. Cell phone use in an exam room or work area of the department could be seen as a HIPAA violation by your clinical site, and it is viewed by the PTA Program as a distraction from the student's primary responsibilities and therefore constitutes poor professional judgment and unsafe practice of the profession, both of which may be grounds for dismissal.
7. Clinical site phones may not be used for personal calls except for emergencies and only with prior approval from the clinical site supervisor.

2.49 Policy Prohibiting Recording

No student may record any classroom activity without express written consent from your instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact Learning Support Services (LSS) to request an appropriate accommodation. Until the instructor has been provided a copy of the approved accommodation by LSS, recording is not permitted. Violation of this policy is considered a violation and will result in disciplinary action.

2.50 Internet Use Policy

Electronic devices are permitted in the class for note-taking and working on projects as appropriate. Personal e-mail and the Internet are not to be accessed during lectures and labs unless approved by the instructor and are prohibited at a clinical site.

Access to classroom computers in the classroom is limited to instructional use only.

[WCC Policy on Computing Resource Usage](#)

2.51 Required Student Equipment

Policy:

All students are required to purchase the following at the beginning of the PTA program:

1. Wipeable gait belt
2. Wipeable tape measure (preferably retractable)
3. Two goniometers
 - a. One 6" or 8", one 12"
4. Blood pressure cuff and stethoscope
5. A timing device that has a second hand that is not your cell phone.

The faculty will review the specifics of the equipment at orientation.

Students will be notified at the beginning of each course of additional supplies that are required for that specific course.

2.52 Dress Code for Class and Lab

Policy:

As a PTA student, you are preparing for work in a professional environment. The PTA

program promotes the development of professional behaviors at all times. Professional behavior includes attire. In the classroom, reasonable dress (work casual) is expected. The instructor reserves the right to ask a student to leave if they deem the student's attire inappropriate or distracting to the classroom environment.

It is the student's responsibility to come prepared to participate in all lab activities.

Appropriate lab clothing is necessary for observation of movement and practicing manual skills. In the lab, it is expected that all students dress in appropriate lab clothing at all times.

Lab clothing is defined as:

- Shorts
- Tank tops and/or halter tops.

If a student is not in appropriate lab attire, points may be deducted from their grade and they may be asked to leave the classroom for that session, constituting an unexcused absence for that day.

2.53 Use of Equipment

Policy:

Students may use the PTA Program equipment in the PTA lab only and only under the supervision of PTA faculty or staff. If equipment is needed outside of the classroom for projects/assignments, the following procedures must be followed:

Procedures for checking out equipment:

1. Students may only check out equipment if needed for a PTA assignment or project.
2. Students must sign out each piece of equipment listing their name, date, piece of equipment, and the date returned on the equipment sign-out log.
3. Students must also get a faculty's initials when signing out equipment.
4. Equipment cannot be checked out for more than 2 days at one time.
5. Equipment should be returned in the same condition (cleanliness, function) as when it was borrowed. If equipment is not returned or it is damaged, the student will receive an incomplete for that course until the student has returned, replaced, and/or paid for the item.

6. All equipment must be returned the day before any competency check-off and/or practical exam so it is available for use.
7. Students are not to operate a piece of equipment until properly instructed in its use by the PTA Program faculty. Improper use of any equipment will result in disciplinary action which may include dismissal from the program.

Procedures for classroom use of equipment:

1. All equipment, including tables, and chairs are to be returned to the proper storage location at the end of class/lab/open lab.
2. All electronic equipment must be turned off and unplugged.
3. Students are only to use equipment relevant to that subject/class during that class or lab.
4. Students are not to use any equipment in the lab unless directly supervised by a PTA program faculty member.

The PTA Program considers the lab a workspace and those who use it are colleagues. Everyone is expected to maintain a professional work environment and to respect our resources including equipment, supplies, linens, furniture, etc. In addition, students are responsible for keeping the lecture and laboratory areas clean and neat. A sign-up list listing cleaning duties/responsibilities will be posted early in each semester. Failure of a student to complete their cleaning duties/responsibilities may result in point deductions from that class grade.

Audiovisual media in the PTA Lab are to remain in the PTA Lab. They are not to be checked out at any time. Reading materials may be checked out in the same manner as other PTA equipment.

2.54 Damaged Equipment

Policy:

Students are expected to report all damaged or missing equipment to the instructor or Program Director immediately. The instructor/Program Director will contact the appropriate party for repair and complete all necessary paperwork.

Broken or damaged equipment is not to be used until repairs have been made.

2.55 Open Lab

Policy:

Open Lab is defined as that time when students will have access to designated PTA classrooms to practice skills covered in class, and lab. This time is scheduled outside normal class and lab time. An instructor must be in the building during these sessions. An instructor must be present in the room for students to use the following: traction table, any electrical stimulation units, ultrasound units, LED units, paraffin, intermittent compression units, and/or the Hoyer lifts.

The Program Director or ACCE/Clinical Instructor reserves the right to suspend open labs if the safety of the students or instructor(s) becomes compromised in any manner. If open lab time is “abused” in any manner (items not put away, linens not put in appropriate place) open lab time may be suspended.

An instructor may require participation in open lab sessions as a component either of a formal remediation plan or for students who demonstrate unsatisfactory technical skills.

Students are informed of open lab times at the beginning of each semester.

2.56 Guests

Guests are not allowed in the classroom or lab areas.

2.57 Infection Control, Personal Protective Equipment, and Universal Precautions

Healthcare workers may work in situations where the risk of infection or risk of pathogen transmission is high. Students will be educated in pathogen reservoirs, identification of risks, and actions to take to reduce the risk or prevent infection or pathogen transmission. Focused actions will include training on the proper fitting and use of personal protective equipment and universal precautions.

(Adapted from the WCC Clinical Education Handbook for the Student Radiographer)

Policy:

Since transmission of several human diseases capable of causing significant illness and death may occur from direct contact with “blood, saliva, or other body fluids” their droplets, aerosols, and possibly contaminated laboratory wastes, it is essential that standards of practice, which will protect health students, their families, and clients/patients, be put in place and enforced.

Given the expected increase in persons with HIV antibodies in the total population and given the impossibility of identifying people who engage (now or in the past) in high-risk

activities that could result in virus exposure, the only realistic, consistent approach for prevention and control of HIV is the universal application of blood/body fluid precautions to all clients and in all clinical settings. This simplified approach limits the potential transmission of virus infections including hepatitis B, hepatitis C, herpes, cytomegalovirus infections, Creutzfeldt-Jakob disease, COVID-19, and similar diseases. This approach also establishes a standard that would prevent questions and concerns of classmates/laboratory partners and assist in preserving confidentiality for all patients and students.

The Standard for such protection shall include:

1. A basic premise is that all patients, including simulated patients, should be considered potential carriers of contagious disease.
2. The strong recommendation is that all students obtain immunization, if available, against known diseases transmitted or direct contact with blood, saliva, or other body fluids to help prevent disease transmission.
3. The reduction of cross-contamination between treatment areas and non-treatment areas such as home and school. Examples include, but are not limited to wearing uniforms from a clinical area to a public place, such as the grocery store or movies.
4. The use of universal precautions at all times when working with any real or simulated patient. The following are illustrations of universal precautions:
 - a. Wash hands before and immediately after every patient contact.
 - b. Use gloves whenever there is expected contact with blood and moist body secretions.
 - c. Gloves must be worn when in contact with blood, body fluids, and mucous membranes and for handling items or surfaces soiled with blood or body fluids.
 - d. Change gloves after caring for each patient, as glove integrity cannot be assured with washing and repeated use.
 - e. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate air-borne droplets of blood or other

body fluids to prevent exposure to mucous membranes of the mouth, nose, and eyes.

5. In Cases of Exposure

- a. If human body fluids come in contact with someone's mucous membranes or a break in the skin, the affected area should be rinsed immediately. The affected person should immediately contact the Program Director, Dean, and Department Chair. The student involved must also complete an incident form available from the program director or ACCE.

2.58 Off-Site Education Experiences

Policy:

When the program has determined that it is in the best interest of the students, off-site educational experiences for specific units of instruction or exposure to specific techniques and equipment may be required. These off-site educational experiences usually fall in one of two categories: field trips or units of instruction.

- Field trips: one-time experiences to a site to observe a facility, a technique, or a piece of equipment.
- Off-site educational units of instruction: a unit of instruction provided at another facility that has the equipment and resources needed for that unit. These units usually include specific learning and behavioral objectives and evaluation.

Procedures:

Program Responsibilities

1. The course instructor will notify the Program Director of the purpose and details of the field trip or educational experience.
2. The Program Director will notify the department chair and college dean.
3. Students will be notified of required off-site educational experiences in the first-day handout. This announcement will include notification of meeting times that are outside the regularly scheduled course meeting time, location, and the need for travel arrangements (if appropriate).
4. Students will be given adequate advance notice for field trips.

5. Any field trip given less than 3 days advance notice cannot be considered mandatory and students unable to attend will be given alternative learning materials so that they will be provided with access to required materials.
6. The program will establish agreements with the facility describing responsibility for the following:
 - a. Student and equipment safety (including body substances and hazardous materials)
 - b. Responsibilities of the program and the site facility
 - c. Dates and times that the site will be available for instruction, student practice, and student testing if appropriate.
7. If the educational experience is conducted by personnel other than part-time or full-time faculty, the facility will provide an updated resume or curriculum vitae of the instructor(s) for that experience.
8. The program requires that students adhere to safety regulations for the use of equipment and that these experiences provide safe student interactions with equipment, facilities, and personnel.
9. The course instructor will obtain a signed waiver and release form from each student participating in the field trip or off-site learning unit.
10. The course instructor will develop contingency arrangements for those off-site educational experiences that are an essential component of the program curriculum.

Contingency plan options include the following:

1. Prior arrangements with qualified facilities who agree to serve as a backup to primary plans.
2. Prior arrangements with qualified part-time instructors who agree to serve as backup instructors for the unit.
3. Arrangements with other instructors, vendors, or facilities to provide instruction or equipment on-site.

Site Responsibilities

1. Regularly inspect and maintain equipment that will be available for the learning activities.
2. Provide access to equipment and site as indicated in the agreement.
3. Notify the program, as far in advance as possible, if the availability of the site, equipment, and/or essential staff alters in a way that will affect the student's ability to safely participate in the learning activities.

Student Responsibilities

1. Attend scheduled off-site educational experiences.
2. Notify the course instructor if they are unable to attend.
3. Submit a signed waiver and release form to the course instructor before participating in the field trip or off-site learning unit.
4. Arrange transportation unless the program has indicated that transportation will be provided.
5. Demonstrate safe, appropriate, and professional behaviors maintaining standard precautions, and confidentiality, and utilizing off-site equipment and facilities in a safe and authorized manner.
6. Notify the instructor if there are contraindications to participation in patient simulations or equipment demonstrations and to special situations.

All faculty and students must identify and present themselves as Washtenaw Community College faculty member or PTA student while participating in an off-campus educational experience. A Washtenaw Community College name badge is required to be worn at all times in the clinical setting or off-campus experience. Clinical facilities may require other forms of identification such as a photo ID. If this is the case, the student is expected to wear both forms of identification while in the clinic.

Name badges can be obtained from Campus Safety and Security. The ACCE can help if further assistance is needed.

2.59 Emergencies

Policy:

All incidents, safety and medical, involving WCC PTA Students, faculty, and equipment must be reported to the Program Director immediately. This includes on-campus and off-campus activities related to the PTA program.

Procedures:

1. In the event of a life-threatening situation, students are to call 911 and Campus Security (x3441 or 973-3411) immediately.
2. In non-life-threatening situations, students should contact the PTA Program faculty or the program administrative assistants. They will assess the situation and contact Campus Security.
3. The appropriate member of the PTA Program Faculty and involved students will complete an Incident Report Form (see Appendix), which is kept in a marked location in each of the labs.
4. A copy of the completed form will be kept in a locked and secure place in the Program Director's office and the file of each involved student.
5. The information on this document will be kept in strict confidence unless otherwise indicated by College Policy or State or Federal Law.

2.60 Student Competency Before Clinical Education**Policy:**

All students must demonstrate competency in core areas of the PTA curriculum before beginning and continuing with, the Clinical Education portion of the curriculum (PTA 230, PTA 240, and PTA 250).

All students must pass the lecture and lab component of each PTA class with a "C" or better to participate in Clinical Education.

Patient safety is of utmost importance. Failure to apply safe procedures and practice in any component of the competencies or practical exams throughout the program will result in failing that competency/practical. A student must retake the competency/practical to demonstrate competency and safety.

Adherence to professional behaviors is expected during all competencies and lab practical exams. Failure to comply with these behaviors may result in point deductions

and potential failure of competency/practical. A student will then need to retake that competency/practical.

All students must demonstrate competency in PTA technical skills for each clinical as outlined on the Technical Skills Competency Checklist before participating in Clinical Education.

Procedures:

1. The Program Director and ACCE will develop the Technical Skills Competency Checklist. The competencies will incorporate:
 - a. CAPTE requirements/recommendations
 - b. Clinical site expectations
 - c. Scope of Practice for PTAs
 - d. APTAs Minimum Required Skills of PTA Graduates at Entry-Level [Document](#)
 - e. Analysis of Practice for the Physical Therapy Profession: Entry-Level Physical Therapist Assistants (HumRRO final report, FSBPT)
2. The completeness and accuracy of this form will be reviewed annually by the Program Director and the ACCE.
3. The Program Director and the ACCE will consult the Advisory Board as needed.
4. All instructors will be oriented to the Technical Skills Competency Checklist before teaching any PTA course.
5. Each student's Technical Skills Competency Checklist will be digitally stored in a password-protected file with only program faculty having access.
6. Once an instructor has assigned a passing grade, that instructor must complete/update the Technical Skills Competency Checklist, including date and initials.
7. The ACCE will review the student's sheet before the start of each clinical education course.

8. If a student has not achieved a competency required for that clinical, the student will not begin the clinical education course until the competency has been achieved.
 - a. The student will need to complete the competency with the instructor of that course at the discrepancy of the schedule of the instructor.
 - b. The instructor will do their best to schedule the competency assessment promptly so as not to delay the clinical education course.
 - c. If the instructor is not available, the program director will complete the competency assessment.
 - d. If the student is unable to demonstrate competency promptly to complete the clinical education course on time, the student will need to meet with the ACCE and the Program Director to determine their progression in the program.
9. If a student has achieved competency in a required skill for participation in a previous clinical but has demonstrated regression in that skill or there are safety concerns, per a PTA Program Instructor, that student will not proceed to the next clinical education course.
 - a. That student will enter into a remediation process under the direction of the Program Director.

Clinical Education Policies and Procedures

Success in Clinical Education

To be successful in anything worth accomplishing requires complete dedication, discipline, and the ability to develop practical and suitable goals. Developing goals for the tasks ahead provides a course that depending on the effort and commitment can yield a variety of results. By enrolling in the PTA Program, you have put into place the condition for goals to be developed. Whether these goals are realized and achieved is solely up to the individual. Only the individual can develop their personal goals. Students entering this program have two choices when assessing what they want to achieve during their education. They can either put forth the maximum effort and complete the program with marketable skills or slide through with minimal exertion and develop sub-par abilities and a poor professional attitude. One of the main goals physical therapist assistant students must establish to be successful in their education is to strive for excellence in the clinical setting.

Clinical education is an essential ingredient in the development of practical skills for the PTA student. Clinical education challenges the student's ability to integrate what has been taught in the classroom and performed in the lab and apply this knowledge in executing

specific competencies associated with the profession. As the student gains experience and confidence in performing a variety of procedures and has proven competency in these tasks, the student will be assigned to more complex patients during their clinical rotations.

The degree of commitment you put into achieving academic excellence in clinical education (and in the classroom) will determine the extent of professional satisfaction you will encounter upon completing this program. If a student is satisfied with a mediocre performance in the clinical setting and has that “just let me pass” attitude during class, they are assured limited professional growth. On the other hand, if a student strives for excellence and has set practical goals for academic development, that individual will have a better opportunity for advancement and professional satisfaction.

The PTA student must learn the skills of their profession and the importance of working as a team. Being competent in performing the technical aspects of one’s occupation is expected. If patient care is compromised by the lack of teamwork and miscommunication, the quality of care will suffer. While in the clinical setting, students must learn the importance of developing patient care skills and professionalism. These behaviors are expected and should be one of the goals students establish at the beginning of the program. “...remember that the most important person in the clinic or practice is the client...the patient we serve.”

3.1 Clinical Contracts

Policy:

Clinical Affiliation Contracts for the Clinical Education component of the PTA Program are established through the ACCE. Students are not to attempt to establish or initiate their own clinical education experiences. If a student is interested in completing a clinical education experience in a specific facility, the student should contact the ACCE at least 6 months before the clinical rotation. The PTA Program has specific guidelines and criteria that a facility must meet before sending students out on clinical rotations. The ACCE will determine if clinical contracts and/or clinical education placements are appropriate for this request.

3.2 Clinical Education Placement

Policy:

All students enrolled in the PTA program who meet the prerequisite requirements will participate in the clinical education portion of the curriculum.

The goal for clinical education is that students be placed in facilities that provide a diverse and comprehensive experience based on course requirements, and that will develop and foster those skills required of an entry-level PTA. Students will have the opportunity to work in general practice areas and, if deemed appropriate, in certain special areas of interest.

Students will only be assigned to those facilities in which a properly executed and current written agreement is in place.

Most clinical education placement sites are within an hour's commute from WCC main campus.

Procedures:

1. The ACCE is responsible for ensuring that clinical affiliation agreements are properly executed and current. (Please refer to policy "Review of Clinical Affiliation Agreements").
2. The ACCE is responsible for assigning students to a clinical site for each clinical education course (PTA 230, PTA 240, and PTA 250).
3. The ACCE will send out letters to all affiliating facilities by March 1st of the year before clinical placement seeking placement for students.
4. The ACCE will track those facilities responding to requests, documenting:
 - a. Name of facility
 - b. Type(s) of rotation (inpatient, outpatient, SNF, etc.)
 - c. Number of available placements
 - d. Name of Clinical Instructor
5. The ACCE will assign each student to one facility at least 6 weeks before the start of PTA 230 and PTA 240 clinical experiences.
6. The ACCE will notify students, via memo, of their clinical placement and any necessary documentation for that facility.
7. The ACCE will notify the clinical facility of the student at least 6 weeks before the start of the clinical.
 - a. The ACCE will send the following:

- i. Student information sheet
 - ii. Updated course syllabus
 - iii. Student evaluation information/forms
- 8. For clinical education, students will be placed in either a general inpatient setting, including acute care, acute rehabilitation, SNF, or an outpatient setting.
- 9. A student may participate in a “specialty setting” if deemed appropriate by the ACCE.
- 10. If a student wishes to go outside of the one-hour radius of campus requirement, the student must inform the ACCE.
 - a. Students may request to be placed in a facility outside of the area/state.
 - b. This request must be made in writing no later than 6 months before the start of the clinical.
 - c. The ACCE is the person responsible for assessing the appropriateness of a facility for a clinical education course.
- 11. The ACCE is the person responsible for assessing the appropriateness of a facility for a clinical education course.
- 12. If, based on the responses from the site placement letters, the ACCE determines that there is a shortage of placements the ACCE will
 - a. Contact facilities via phone requesting additional placements
 - b. Continue to pursue new affiliation agreements
 - c. Discuss placement alternatives (i.e. 2:1 model) with the Program Director and affiliating facilities.

3.3 Health Requirements

Please see the Student Health Requirements section above.

NOTE: Some clinical facilities require that students undergo additional medical tests (TB test, have titers drawn, or complete another physical) and/or criminal background checks. This could be at the student’s own expense.

3.4 Criminal Background Check

Please see the Criminal Background Check section above.

NOTE: If a clinical site requires further criminal background checks, students must comply with the facility's requirements. Students will be responsible for any costs incurred for additional testing required for clinical rotations

3.5 Drug-Free Facilities

Please see the Drug-Free Facilities section above.

NOTE: Students may be subject to a drug screen at the discretion of their clinical site. If the clinical site finds a student's drug screen to be unsatisfactory, the student may be dismissed from the program. Drug screens detect both prescription and recreational drugs. If you are taking prescription medication, please have current prescriptions for that medication and make sure you are taking the prescribed dose. Your drug screen and your prescriptions will be assessed for compliance.

3.6 Clinical Education Orientation for Students

Policy:

All students will participate in clinical education orientation before part-time and full-time clinical rotations. During this orientation, syllabi will be reviewed. Assignments, assessment tools, and expectations will also be discussed. Safety in the clinic, including OSHA standards and HIPAA standards, will be reviewed as well. It is expected that when a student arrives in the clinic, the CCCE or Clinical Instructor will orient the student to site-specific standards on safety, OSHA, and HIPAA.

3.7 Student Responsibilities Before First Day of Clinical Education

Policy:

It is the student's responsibility to ensure that they have the appropriate information regarding their clinical rotation. This includes:

- Daily hours
- Name of Instructor
- Dress code, policy on tattoos and body piercings

- Items required for that specific facility

Students are responsible for contacting their assigned facility before the start of the clinical rotation to confirm information.

Procedures:

1. The student will review information in the facility's Clinical Site Information Form (CSIF), being especially alert to facility-specific requirements (health certificates, parking, hours, lunch options, etc.).
2. It is the student's responsibility to ensure that all of these requirements have been met.
3. Complete the student information form, including goals for each clinical education experience, and information on learning styles.
4. Review Course objectives/materials and criteria in the Physical Therapist Assistant Clinical Performance Instrument (CPI). First-time users will need to create a student account, complete training, and receive a certificate of completion of training.
5. Have all medical forms available to present to the CCCE. This includes:
 - a. Proof of enrollment in a health insurance plan
 - b. Documentation of immune status for measles, mumps, rubella, and varicella (chicken pox)
 - c. Documentation of Hepatitis B, flu, Tdap immunization
 - d. Results from 2-step TB test
 - e. Covid Vaccine Record or approved exemption from the Dean of Students
 - f. Proof of current American Heart Association Basic Life Support CPR Certification at the Health Care Provider Professional Level.

If the facility has requested any additional forms, these are to be completed before the start of the clinical education experience.

3.8 Transportation and Housing for Clinicals

Policy:

Most clinical sites are within an hour's commute or one-hour driving time to campus. However, clinical sites offering appropriate learning experiences may be located geographically distant from the student's home. The ACCE makes every effort not to

create hardship for students, but students must be willing to go where the best available educational opportunities exist.

Students are responsible for their own housing, support, and reliable transportation during all clinical education experiences.

3.9 Informed Consent and Patient Care

Policy:

Students are required to obtain informed consent from the patient or responsible party before each treatment session. Students are required to document that they received this consent in each patient care note. If the consent came from other than the patient, the student must document who that person was and their relationship to the patient.

3.10 Professional Dress Code for Clinical Rotations

Policy:

All students are expected to dress cleanly and professionally. This includes:

- Neat and, when appropriate, pulled-back hair
- Minimal makeup
- Only 2 earrings per ear
- Fingernails trimmed to level of fingertip
- Long pants/slacks (khaki/chino style)
- Shirt with sleeves and modest neckline
- Closed-toe and closed-heel shoes
- Shoes must be clean and in good repair
- WCC Name Tag

If a facility has a specific dress code, the student must comply with the facility's standards. However, the student must wear the WCC Name Tag at all times.

The following are not appropriate for the clinic:

- Untrimmed hair or beard
- Excessive jewelry (including body and tongue piercings)

- No exposed midriffs
- No jeans
- No excessively long pants - pants must remain at the hips when the student is in a crouched position
- Shirts must not have “fad sayings” on them and must not be “see thru”
- Skirts are not recommended, but if worn, must be below the knee and not of denim material.

Students are permitted to follow the dress code of the facility, including casual days if given. Female students may wear capri-style pants only with permission from the facility. Scrubs are allowed if worn by the respective facility.

No fragrances, colognes, perfumes, or strongly scented products are permitted.

3.11 Student Identification while on Clinical Rotations or Off-Campus Experiences

Policy:

Students must identify and present themselves as Washtenaw Community College PTA students at all times in all facilities. A Washtenaw Community College name tag is required to be worn at all times in the clinical setting. Clinical facilities may require other forms of identification such as a photo ID. If this is the case, the student is expected to wear both forms of identification while in the clinic.

Procedures:

1. The ACCE will arrange with WCC campus security for students to obtain WCC Name Badges before clinicals.
2. All students must obtain a WCC photo ID before attending clinicals.
3. The ACCE will verify that students have the appropriate name badge at student clinical orientation, held before clinicals.
4. The ACCE will inform clinics of the name badge requirement via:
 - a. Clinical Education Manual

Student responsibilities:

1. Upon entering a room, a student must always verbally introduce themselves to the patient and caregivers, if present.

2. Upon introduction, a student must inform the patient that they are a Student Physical Therapist Assistant with WCC and obtain permission/consent from the patient to perform all physical therapy interventions.
3. If a patient is unable to understand or speak English, the student must seek alternative means to ensure that the patient has informed consent for physical therapy.
4. The student must document that they introduced themselves, obtained informed consent for treatment, and the method used to obtain consent (i.e.: through an interpreter or writing)

Clinical Instructor responsibilities:

1. Initially, it is expected that a Clinical Instructor introduces the SPTA to a new patient, and informs the patient of the role of the SPTA in that treatment. This includes SPTA observation of physical therapy interventions.
2. Clinical Instructors are expected to monitor student interactions with patients, to ensure the student obtains informed consent for all physical therapy interventions, within the plan of care.
3. If interpreting services are available at the clinical facility, the Clinical Instructor is expected to orient the student to interpretation services, and methods of accessing such services.
4. Students must identify and present themselves as Washtenaw Community College PTA students at all times in all facilities. A Washtenaw Community College nametag is required to be worn at all times in the clinical setting. Clinical facilities may require other forms of identification such as a photo ID. If this is the case, the student is expected to wear both forms of identification while in the clinic. The CCCE and/or the CI will inform the student of facility requirements during clinic orientation.

3.12 Failing a Clinical Rotation (PTA 230, PTA 240, PTA 250)

Policy:

Students are required to take each clinical education course in order. Students must pass each clinical education class with a "P" to remain in the program. Students are not

permitted to proceed to the next clinical education course unless they have completed and passed the previous clinical education course.

The ACCE has the responsibility to assign the grade for each clinical education course.

Procedures:

Clinical Instructor's responsibilities:

1. If the CI identifies that a student is in jeopardy of not passing a clinical rotation they are to
 - a. Document the observed technical and professional issues
 - b. Discuss the issues with the student
 - c. Document the meeting with the student
 - d. Document student performance behaviors for objective evaluation of the situation.
 - e. Contact the ACCE
2. Develop learning activities to foster growth and competency in technical skill areas as defined by course objectives.
3. Complete a thorough and objective assessment of the student's clinical performance based on the course objectives and CPI.
4. Keep accurate records of any meetings and forms used in student planning activities.
5. If a remediation plan is developed per the PTA Program, the CI will assist with the implementation of the remediation plan.
6. If a student receives an "F" or "NP" (no pass) grade in any clinical education course, the student will be dismissed from the program.

ACCE Responsibilities:

1. Conduct midterm site visits, for PTA 250 only, and other rotations as needed.
2. Review all weekly goal sheets.
3. Contact the CI via phone to discuss concerns, if concerns regarding a student's progress are identified.

- a. The ACCE and CI will develop a follow-up plan based on conversation and findings.
4. Conduct either a phone conference or site visit if a CI or CCCE contacts the ACCE concerned about a student's progress or potential for failing that clinical.
 - b. Site visits in these instances are preferred
5. Establish a Learning contract with the student and Clinical Instructor.
6. Document all contact with the CI, CCCE, and/or student regarding concerns of clinical progress.
7. Contact the facility weekly to discuss the student's progress concerning the learning contract.
8. Keep all documentation related to a student's progress in the student's clinical education file.
9. Remove the student from the clinical site, if deemed necessary, and in consultation with the CI, and CCCE.
10. Initiate a remediation meeting with the student. This meeting may also include the Program Director if necessary.
11. Develop a remediation plan with the student.
 - a. This remediation plan will be documented in writing.
 - b. This plan needs to state timelines for completion.
12. Place a student in another facility, similar to the current setting, pending the availability of a facility, according to the remediation plan.
 - a. This plan requires the signature of the student, ACCE, Program Director, and Clinical Facility.
13. Initiate a meeting with CI and CCCE, if necessary, to discuss the remediation plan and obtain signatures.
14. If a student requires an additional placement, the ACCE will make every attempt to place the student with an APTA credentialed CI.

Student responsibilities:

1. Initiate learning activities within the course objectives.
2. Complete all required documentation.
3. Review and discuss progress with the Clinical Instructor.
4. Meet with CI, CCCE, and ACCE as requested.
5. Cooperate with the development and implementation of the Learning Contract.
6. Cooperate with the development and implementation of the remediation plan.
7. Keep all health requirements current, if clinicals extend beyond the regular schedule.
8. Thoroughly complete all required paperwork including self-assessments and assignments.
9. Return all name badges, beepers, and paperwork as requested when leaving a facility.
10. Will not return to the clinic unless instructed to do so by ACCE.

3.13 Student/Clinical Instructor Grievance Procedure

Policy:

Effective communication is key to the development of successful professional relationships. Both the student and CI must work to establish effective communication, early and often, to ensure a successful clinical experience.

It is recognized that conflicts may arise during clinical education experiences. Should a conflict arise between the student and the clinical instructor, the issue should be resolved as indicated below:

Procedures:

Student Responsibilities:

1. The student should first approach the Clinical Instructor (CI) to attempt resolution

of the conflict/grievance. The ACCE is available for guidance in the conflict resolution process as needed.

2. If a student is not satisfied with the initial resolution of the conflict/grievance, the student should make an appointment to discuss the issue with the facility's Center Coordinator of Clinical Education (CCCE) as soon as possible.
3. If the conflict/grievance is not satisfactorily resolved at this level, the student should contact the Academic Coordinator of Clinical Education (ACCE) by telephone or email as soon as possible to facilitate an efficient and appropriate resolution.
4. If the ACCE and the student cannot resolve the problem, a request for review of a decision at higher levels (Program Director, Division Chair) must be submitted in writing as soon as possible to facilitate an efficient and appropriate resolution.

CCCE/Clinical Instructor Responsibilities:

1. The CI should approach the student to attempt resolution of the conflict/grievance. The ACCE is available for guidance in the conflict resolution process as needed.
2. If not satisfied with the initial resolution of the conflict/grievance, the CI should discuss the issue with the CCCE.
3. The CCCE should then discuss the situation with both the student and CI separately and then together.
4. If a resolution of the conflict/grievance cannot be achieved at that level, the CI and/or the CCCE is to contact the ACCE as soon as possible to facilitate an efficient and appropriate resolution.

After review and, at the discretion of the ACCE, the student may be removed from the facility. If appropriate and when available, the student may be reassigned to another facility.

NOTE: All effort is made by all Clinical Education Faculty to ensure a positive and successful clinical education experience. Removing a student from a placement is considered a last resort. It is understood that learning to work with colleagues and other healthcare professionals is an essential part of the clinical education experience. Placing a student into another facility will be accomplished in as timely a manner as possible based on the availability of a Credentialed CI, appropriate clinical setting, and

completion of any remediation that may be needed by the student.

3.14 Clinical Attendance

Policy:

Due to the importance of clinical attendance, the PTA Program at Washtenaw Community College has established the following attendance policy for the PTA Program:

All PTA students are expected to be present for ALL scheduled clinical experiences. In the event that the WCC campus is closed due to inclement weather prior to the start of the clinical day, students are **not** to report to their clinical sites. The students are required to contact their clinical instructor(s) to notify them of their absence. The ACCE will contact the clinical instructors to confirm.

In the event the college is closed due to inclement weather after the start of the clinical day, the ACCE will contact the clinical instructors to confirm that the college has closed and students will be dismissed from clinical.

Students will be permitted one excused absence during PTA 250 either to attend the MPTA Student Conclave or to take the PTA licensure exam.

Procedures:

If a student must miss a clinical assignment day, they must do the following:

1. You **MUST** notify your clinical instructor, and the ACCE, at the latest, ½ hour before the start of your clinical assignment.
 - a. Failure to comply with this call-in policy will result in either academic probation or dismissal from the program.

In addition, students must:

1. For the Spring Semester (PTA 230) - all clinical absences must be made up. Extensions of time may be given in extreme circumstances such as illness. Any extension must be approved in writing by the Program Director and ACCE.
2. For the Fall Semester (PTA 240) - all clinical absences must be made up. Extensions of time may be given in extreme circumstances such as illness. Any extension must be approved in writing by the Program Director and ACCE.
3. For the Winter Semester (PTA 250) - all clinical absences must be made up. Extensions of time may be given in extreme circumstances such as illness. Any extension must be approved in writing by the Program Director and ACCE.

4. All missed clinical days will be made up at the original facility, if possible. All clinical time that is being made up must exactly match the same time that was missed in the clinical area. Failure to complete the clinical assignment in the appointed time will result in a failure grade (No Pass) for that course.
5. If a student misses a clinical day, the student must submit a Clinical Absence Report to the ACCE upon return to the clinic. The report should include the day(s) missed, the reason for the absence, and when the work is to be made up. It must be signed by the clinical instructor. It is the student's responsibility to submit this report to the ACCE within one week of the absence. Failure to submit the report may result in probation, an "Incomplete"(I) grade, or dismissal from the program at the discretion of the ACCE, in consultation with the Program Director.
6. A student may receive an "I" grade if clinic hours have been made up after the end of the grading period.
7. Students will be permitted one excused absence during PTA 250 to attend **either** the MPTA Student Conclave **or** to take the PTA Licensure Exam. To do so:
 - a. The student must request permission for the excused absence before the event.
 - b. The ACCE will approve absence based on the student's clinical progress and consult with the student's CI as needed.
 - c. The student must be demonstrating satisfactory progress in PTA 250.
 - d. Students in a remediation contract will not be permitted an excused absence.
8. If a student would like to attend the MPTA student conclave and take the NPTE PTA Licensure Exam in April, they will be required to make up 8 hours of clinical time.
 - a. The student must inform the ACCE of their intentions.
 - b. The ACCE will discuss "make-up" opportunities with the CI/CCCE, and consult with the PTA Program Director as needed.
 - c. If the student is progressing satisfactorily in the clinical, and if "make-up" time is possible the ACCE will grant the request.

Definition of Terms:

What counts as an absence?

1. Missing a clinic day
2. Late arrivals to a clinic

3. Two incomplete clinical days
4. Suspension from the clinical area

Example:

Judy woke up feeling ill. She immediately notified her CI and the ACCE that she would not make it to the clinic that day due to illness. Judy felt better the next day and attended the clinic. She arranged with the CCCE to work on Saturday to make up for her absence. Judy filled out the Absence Form as required with her CI signature. Judy submitted the form to the LMS for the ACCE's approval and signature.

John has scheduled a job interview for 1pm Friday. John talks with his CI and has arranged to work Saturday morning, under the supervision of another CI to make up the clinic time. The CCCE approves the arrangement. John obtains an absence report form, fills it out obtains the CI's signature, and submits it to his ACCE.

NOTE: Holidays and other Non-Class Days

The student should conform to the holiday schedules of the clinical facility as determined by the CCCE. The CCCE may choose to have a WCC PTA student follow the work schedule of their assigned CI, including weekends and/or holidays. Generally, students follow the clinic schedule of their CIs. Students in full-time rotations are expected to be in the clinic 40 hours/week.

NOTE: Inclement Weather

If the college cancels classes due to inclement weather students are **not** to report to their clinical sites. In the event the college is closed due to inclement weather after the start of the clinical day, the ACCE will contact the off-site clinical instructors to confirm that the college has closed and students will be dismissed from clinical.

Students may be eligible to waive a portion of these hours if the ACCE/DCE along with their clinical instructor agree the student is meeting the clinical education requirements outlined by the Clinical Performance Instrument (CPI) for the current rotation. If a student is not performing to the pre-established criteria, students will be expected to complete the missed time (see CAPTE accreditation requirements). All other missed time will require a makeup plan approved by all participating parties as outlined in the procedures above.

If the college is on a delayed start schedule, students are required to report to their clinical sites at the time specified for the delayed opening of the college.

If hazardous driving conditions prevent a student from attending clinical when the college is not closed the student will be required to make up the missed clinical hours, but they

will not be counted as unexcused. Students must use their best judgment as to their safety in attempting to drive to their clinical site in inclement weather.

In the event the college campus is closed due to operational problems (water main break, loss of electricity, gas leak, etc.) on scheduled clinical days, students are required to attend and remain at their clinical site.

3.15 Incident Occurrence during Clinical Education Experience

If a student has a sudden illness or accident while on a clinical rotation (including exposure to blood-borne pathogens), students are expected to follow the facility's policies and procedures for reporting and accessing care. The facility will provide emergency services, if needed, with such costs not covered by the student's health insurance being assumed by the individual student.

Students are also expected to notify their Clinical Instructor (CI), the Center Coordinator of Clinical Education (CCCE), and the ACCE of such occurrences.

3.16 Weekly Goal Sheet

Policy:

The purpose of this goal sheet is to assist the student and CI in outlining and planning clinical education experiences, to assess the student's progress, and to facilitate communication between the student and the CI. This sheet also allows the ACCE to track the student's progress and to offer assistance if needed.

Procedures:

Student Responsibilities:

1. During PTA 240 and PTA 250, students must complete the Weekly Goal Sheet each week.
 - a. Goals must be measurable and objective
 - b. Goals must follow the overall objectives of the clinical education experience.
 - c. Goals from previous weeks must be addressed.
2. Students must present the completed Weekly Goal Sheet to their CI for review and discussion.

3. Students must provide narrative information related to self-assessment of previous and current goals.
4. Students will revise the weekly goals, based on discussion with their CI, if needed.
5. Students must obtain their CI's signature, acknowledging review and discussion.
6. Students must submit the completed goal sheet via the LMS for review by the ACCE by the end of the day of the first day of the student's work week.

Clinical Instructor Responsibilities:

1. Ensure time to review and discuss the Weekly Goal Sheet with the student.
2. Ensure student goals are appropriate for
 - a. Course Objectives
 - b. Student's current status/progress
 - c. Appropriate goal writing
3. Address goals not achieved from the previous week.
4. Plan learning activities, with student input, based on discussed goals
5. Provide information, as appropriate to the student's progress on previous and current goals
6. Sign the Weekly Goal Sheet, indicating instructor review.
7. If a Clinical Instructor identifies an issue during review and discussion of the Weekly Goal Sheet, they should
 - a. Discuss this issue with the student, and document the plan
 - b. Contact the ACCE for assistance.

ACCE Responsibilities:

1. Collect and review all Weekly Goal Sheets each week.
2. Contact the student and/or Clinical Instructor to discuss issues if needed.

3. File each student's goal sheet in their clinical education file
 - a. Weekly Goal Sheets will be kept in the LMS system which is password-protected
4. Keep each student's clinical education file in a locked and secure area.

3.17 Assignments during Clinical Education Experiences

Policy:

Students are expected to complete all forms related to the clinical education experience. Completion of these forms will not interfere with patient care. Students are expected to complete all assignments during their clinical education experience. These assignments will be explained in each clinical education course syllabus.

Students may also have other assignments to complete during their clinical education experience. This may include but is not limited to, outside assignments/tasks from their CI that relate specifically to a patient care issue. Students are required to complete any required documentation and/or assignments of facility-specific training without compromising or interfering with patient care.

At the end of each clinical education course, the student must meet with the ACCE to review the clinical experience and the evaluation forms. This meeting may be in a group setting or an individual meeting. All assignments and paperwork must be completed before this meeting to receive a grade for the course and progress in the program. Failure to complete any of the passing requirements for clinical education courses may result in dismissal from the program.

3.18 Telephone/Electronic Communication Device Use During Clinical Education Experiences

Policy:

All electronic communication devices are NOT TO BE USED in patient care areas but may be used at the discretion of the CI and for emergencies only.

3.19 Internet/Email Use during Clinical Education Experiences

Policy:

Students are expected to follow the facility's policy and procedures for the use of the facility's computer services and internet. STUDENTS ARE NOT TO ACCESS THE INTERNET OR PERSONAL EMAIL USING THE FACILITY'S COMPUTER WITHOUT THE EXPRESS PERMISSION OF THEIR CLINICAL INSTRUCTOR!

3.20 Student Conduct during Clinical Education Experiences

Policy:

During clinical experiences, students must abide by the same regulations, policies, and professional expectations as employees of the facility in addition to the regulations of Washtenaw Community College and the Physical Therapist Assistant Program. Students may be subject to discipline by the program for any violations. Students are expected to abide by the ethical guidelines and Standards of Ethical Conduct as established by the APTA. A copy of these documents has been included in this manual.

3.21 Patient Privacy and Confidentiality

Policy:

Students are expected to maintain strict patient privacy and confidentiality concerning all facility affairs, records, and information as outlined by the Health Insurance Portability and Accountability Act (HIPAA). Information regarding HIPAA and its requirements will be presented to the students before starting clinical education components of the curriculum. It is encouraged that all facilities review their specific policies regarding confidentiality with the student(s) during orientation. Students must not discuss any patient in public, including hospital elevators, cafeteria, and hallways. When patients are referred to in the classroom setting, the student will not identify the patient by name or other identifiable factors. Any failure to protect patient confidentiality may be considered grounds for disciplinary action through the PTA Program and College including dismissal from the program. Breach of patient privacy and confidentiality is a crime and violates federal and/or state statutes and regulations meaning the student may be subject to prosecution under law. [HIPAA](#)

3.22 Evaluation of the Student's Clinical Performance

Policy:

All students will be evaluated using the CPI for PTA 240 and PTA 250. For PTA 230, students will be evaluated using the Summary Checklist. In PTA 240, the assessment using the CPI needs to be completed only at the **end** of the clinical rotation.

For PTA 250, the CPI will be formally completed and reviewed at the **midterm and the end of each clinical rotation**. The student must meet specific criteria to continue progressions through the program. The specific criteria will be listed in the clinical education course syllabus.

At the end of the Clinical Rotation, the Clinical Instructor and/or student returns all completed documents to the ACCE. The ACCE will review all of the paperwork and assignments. The ACCE will assign the final grade of “Pass” or “No Pass” for each student.

If remediation is deemed appropriate, the student must enter a remediation contract. This contract will be mutually agreed upon between the student, ACCE, and the Program Director.

3.22.1 Assessment of Entry-Level Competency

Students must demonstrate entry-level competency to pass PTA 250 and be able to graduate from the program.

To successfully complete PTA 250 the student must:

1. Achieve at a minimum “Advanced Intermediate” in all items of the CPI, by the end of the first full-time rotation of PTA 250.
2. Achieve “Entry-level” in all categories by the end of the second full-time rotation of PTA 250. If Entry level has not been documented on the CPI the ACCE will contact the CI and clarify concerns and or perspectives on student performance to ensure safe and competent performance expectations recommending graduation. Remediation may be required if expectations are not met.
3. Not have ANY red flags in any category from both clinical education experiences.
4. Must turn in all evaluation forms, including self-evaluations to the ACCE at the end of the semester.

NOTE: Some clinical experiences may provide more opportunities to practice and demonstrate competency than others. A concentrated effort is expected by both the student and the CI to practice content in each performance criterion (14 items) of evaluation on the CPI. An evaluation/progress mark of “not observed” is strongly discouraged.

It is understood that the demonstration of entry-level competency in a skill during the first clinical education experience does not mean that the student does not need to demonstrate competency in that skill at another site.

Example: Joe Smith, PTA Clinical Instructor for Sally Jones, student PTA marks Sally as “entry-level” for MMT, where the emphasis at this inpatient site is gross screening. Sally’s next rotation is in a busy orthopedic outpatient facility. Her new CI notes that Sally is struggling with positioning and accurate testing of LE MMT, as they do specific muscles. Sally calls her ACCE upset that her new CI is being too hard as she has already been deemed entry-level at her previous site. The ACCE counsels Sally that although she was considered entry-level at the other site, every site is different and she is expected to achieve entry-level status based on this affiliation.

3.23 Student Self-Evaluation of Clinical Performance

Policy:

Students are required to complete a reflection of clinical performance **at the end** of PTA 230. Students are required to complete a self-evaluation **at the end** of PTA 240, using the PTA CPI. Students are required to complete a self-evaluation at the **midterm and the end of each** PTA 250 rotation using the PTA CPI.

Procedures:

1. This is to be completed separately from the CI’s evaluation on the Summary Checklist (PTA 230) and the PTA CPI (PTA 240 and PTA 250).
2. This is required to be completed **PRIOR** to meeting with the CI.
3. All self-evaluations are to be submitted to the ACCE at the end of each clinical education experience.
4. The ACCE will review the self-assessments and discuss them with the student as appropriate.

3.24 Student Evaluation of the Clinical Experience

Policy:

Students are required to complete the APTA: Student Evaluation of Clinical Experience and Clinical Instruction Form **at the end** of PTA 230, PTA 240, and **each** rotation of PTA 250.

Procedures:

1. Students will complete the form **PRIOR** to their last meeting with their CI.
2. The students are required to discuss this evaluation with the CI **after** the Summary Checklist or CPI has been reviewed and signed by both parties. The CCCE and CI may request a copy of the student Evaluation of Clinical Experience and Clinical Instruction Form.
3. The students are required to submit the original form to the ACCE at the end of each clinical education experience.
4. The ACCE will review the student's evaluation.
5. As appropriate, the ACCE will discuss the evaluation with the student and work with the CCCE and/or CI of the facility to improve future clinical experiences for students at the facility.

**Appendix A: Clinical
Absence Form**

Washtenaw Community College
Physical Therapist Assistant Program

Clinical Absence Form

To be filled out by Student:

Student: _____ Today's Date: _____ Name of
Facility: _____ Clinical
Rotation: _____ Date of
Absence(s): _____

Reason for Absence: _____

To be filled out by Clinical Instructor/CCCE:

Total number of clinical absences to date (including above): _____

Was the facility called within a ½ hour of the student's start time: Yes No

Please describe how the clinical absence time will be made up:

Clinical Instructor Signature: _____

CCCE Signature: _____

To be filled out by the ACCE:

Did the student call the College and inform the ACCE of the absence in a timely manner?

Yes No

Date Absence Form was Received: _____

Is the PTA Program in agreement with the makeup schedule as established by the CI/ACCE?

Yes No

Comments: _____

ACCE Signature: _____ Date: _____

**Appendix B: Student
Information Form**

Washtenaw Community College
Physical Therapist Assistant Program

PTA 230 Student Information Form

Student's Name: _____

Address: _____

Phone: Home: _____ Cell: _____

Emergency Contact: _____

Phone: _____

Relationship to student: _____

Please briefly describe your learning style:

What goals do you have for this clinical education experience?

1.

2.

3.

**Appendix C: Weekly
Summary Form**

Washtenaw Community College
Physical Therapist Assistant Program
PTA 240, Clinical Education II

WEEKLY SUMMARY FORM*

Student name: _____ Facility name: _____
Week #: _____
Dates: _____

Types of patients seen this week:

Current size of student's caseload (per day or per week, please designate which):

Summary of Previous Week (Progress/Significant Learning experiences/Feedback):

- Student's Perspective of Progress:
- Clinical Instructor's Perspective of Progress:
- Status of Previous Goals (met/not met/modifications):

Goals for Upcoming Week:

Student Signature/Date

Clinical Instructor's Signature/Date

*Adapted from that used by the American Physical Therapy Association for the APTA Clinical Instructor Credentialing Course

Students are required to fax this form in each Monday by 10am of the PTA 240 Clinical Experience. For PTA 240 there will be two forms turned in. If there are questions or concerns please contact Ann Herbert at (734) 973-3669. Thank you. **Fax: (734) 677-5458**

**Appendix D: Incident
Report Form**

Washtenaw Community College
Physical Therapist Assistant Program

Report of Accident or Incident

Instructions: This form must be completed when anything happens that is out of the ordinary; inconsistent with the usual routine or treatment procedure or results in an accident or situation that could cause an accident. The completed form must be completed within 36 hours of the incident and submitted to the course instructor or Program Director.

Individual(s) involved: _____

Room where accident occurred: _____ Date of incident: _____

Time of incident: _____am/pm

If an injury occurred, was it treated: ☐On site? ☐EMS? ☐Other (describe)

☐No injury

Completely describe incident/accident (who, what, when, where, why):

Body part(s) injured:

Describe the nature of the injury:

Accident Type (slip, pushing, pulling, adjusting machine, fall, etc.):

Analyze and describe the underlying causes of the incident, in your opinion, considering equipment, training, and supervision practices:

Describe the Preventive Measures you recommend to address the underlying causes of the incident:

Name of person reporting (print): _____

Signature: _____ Date: _____

Witnesses to incident: _____

Person who would be responsible for follow-up: _____

Action(s) or corrective action(s) taken to address incident and to prevent reoccurrence of the above incident or the like:

Date corrective action(s) completed: _____

By (signature of individual): _____

**Appendix E: Permission to
Record Form**

Washtenaw Community College
Physical Therapist Assistant Program

Classroom and Lab Permission to Record

I agree to allow _____ to include me in the following media
on this date.

- ☐ Photographs
- ☐ Recording
- ☐ Videos

I give permission for the recording to

- ☐ be used strictly for viewing/listening by the one recording, NOT to be shared,
- ☐ be shared with other members of the PTA program, only
- ☐ be shared with the general public

Signature: _____ Date: _____

Print name: _____

I have read, understood, and agree to abide by the conditions indicated above.

Signature: _____ Date: _____

Print name: _____

**Appendix F: Audiovisual
Release Form**

Washtenaw Community College
Physical Therapist Assistant Program

Audiovisual Release

I, _____ hereby agree to participate with the Physical Therapist Assistant Program and faculty of Washtenaw Community College in the development of audiovisual materials including slides, prints, videos, audio recording, and web pages designed for use in the Physical Therapist Assistant program at Washtenaw Community College.

☐ I consent to allow the College, the PTA program, and all persons associated with the program to use said materials with discretion in the classroom, workshops, meetings, or publications for Healthcare Professionals or Washtenaw Community College. I understand the situations in which these materials may be used and I agree to participate as a volunteer. I hereby expressly waive any possible claim on my part for damages or remuneration in any form in connection with the preparation and use of said audiovisual materials.

☐ I decline to participate in any audiovisual taping or recording while a student in the PTA program at Washtenaw Community College.

Date: _____

Participant's Signature: _____

Appendix G: Technical Skills and Professional Behavior Competency Checklist
 Washtenaw Community College
 Physical Therapist Assistant Program

Technical Skills Competency Checklist

Student: _____

Technical Skill	Competent	Date/Initials	Comments
Hand washing			
Vital signs			
Pain assessment			
Draping			
Positioning			
Basic bed mobility skills			
Basic body mechanics			
Squat pivot transfer			
Stand pivot transfer			
Sliding board transfer			
Two-person transfer			
Lift transfer			
Basic wheelchair fitting			
Basic wheelchair handling			
Fitting assistive devices (AD)			
Basic gait training walker (standard, FWW, 4WW, hemi walker)			
Basic gait training cane (SPC, SBQC, WBQC)			
Basic gait training crutches (axillary and lofstrand)			
Guarding techniques			
Stair training (with and without handrails, with and without above mentioned AD)			
Basic gait training uneven surfaces (with and without above mentioned AD)			

Palpation skills			
Sterile technique			
Basic skin assessment			
Basic wound care			
Airway Clearance Technique			
Tilt table			
Basic orthotic application			
Assessing prosthetic and orthotic fit			
Residual limb measurements			
Residual limb soft dressing application			
Recognizes potential environmental barriers and accessibility issues			
Assessment of arousal, mentation, cognition			
Basic sensory testing			
Hot/Cold pack application			
Ice cup massage			
Paraffin			
Ultrasound			
Cervical traction			
Lumbar traction			
TENS electrotherapy			
Interferential electrotherapy			
Iontophoresis electrotherapy			
High volt electrotherapy			
NMES/FES electrotherapy			
Intermittent compression therapy			
Manual muscle testing			
Joint goniometry			

PROM assessment			
AROM assessment			
Assessment of reflexes			
Basic therapeutic exercise including stretching interventions			
Basic therapeutic exercises including strengthening interventions			
Home exercise programs			
Professional Behaviors (From Professional Behaviors for the 21 st Century, APTA)	Beginning	Intermediate	Entry-Level
Critical Thinking: ability to question logically, differentiate facts, distinguish relevant from irrelevant information, ability to critically evaluate scientific evidence, determine the impact of bias on the decision-making process			
Communication Skills: effectively communicate (verbal, non-verbal, reading, writing, listening) with varied audiences and for varied purposes			
Problem Solving: recognize problem, analyze data, develop and implement solutions, and evaluate outcomes			
Interpersonal Skills: interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner			
Responsibility: accountable for the outcomes of personal and professional actions, follows through on commitments in the profession, follows through on community and social responsibilities			
Professionalism: exhibits appropriate professional conduct, represents and promotes the profession			
Accepts and incorporates constructive feedback: seeks out quality sources of feedback, reflects on and integrates feedback, can provide meaningful feedback to others			
Effective use of time and resources: manages time and resources effectively to obtain the maximum possible benefit			
Stress Management: identifies sources of stress, develops and implements effective coping behaviors; applies these coping behaviors in interactions with self, patients			

and caregivers, and health care team members in work/life scenarios			
Commitment to learning: self-directs learning; identifies quality sources of learning; continually seeks and applies new knowledge, behaviors, and skills			
Competent to enter PTA 230			
Basic soft tissue mobilization			
Basic balance assessment			
Identification of postural, equilibrium, and righting reactions			
Basic PNF principles			
Basic NDT principles			

Identification of synergistic movement patterns			
Recognizes gross and fine motor milestones			
Basic treatment modifications			
Professional Behaviors (From Professional Behaviors for the 21 st Century, APTA)	Beginning	Intermediate	Entry-Level
Critical Thinking: ability to question logically, differentiate facts, distinguish relevant from irrelevant information, ability to critically evaluate scientific evidence, determine the impact of bias on the decision-making process			
Communication Skills: effectively communicate (verbal, non-verbal, reading, writing, listening) with varied audiences and for varied purposes			
Problem Solving: recognize problem, analyze data, develop and implement solutions, and evaluate outcomes			
Interpersonal Skills: interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner			
Responsibility: accountable for the outcomes of personal and professional actions, follows through on commitments in the profession, follows through on community and social responsibilities			
Professionalism: exhibits appropriate professional conduct, represents and promotes the profession			

Accepts and incorporates constructive feedback: seeks out quality sources of feedback, reflects on and integrates feedback, can provide meaningful feedback to others			
Effective use of time and resources: manages time and resources effectively to obtain the maximum possible benefit			
Stress Management: identifies sources of stress, develops and implements effective coping behaviors; applies these coping behaviors in interactions with self, patients and caregivers, and health care team members in work/life scenarios			
Commitment to learning: self-directs learning; identifies quality sources of learning; continually seeks and applies new knowledge, behaviors, and skills			
Competent to enter PTA 240			
Basic neurological interventions including: tests and measures related to SCI, CVA, TBI, and other neurological conditions			
Assessment of cranial nerves			
Professional Behaviors (From Professional Behaviors for the 21 st Century, APTA)	Beginning	Intermediate	Entry-Level
Critical Thinking: ability to question logically, differentiate facts, distinguish relevant from irrelevant information, ability to critically evaluate scientific evidence, determine the impact of bias on the decision-making process			
Communication Skills: effectively communicate (verbal, non-verbal, reading, writing, listening) with varied audiences and for varied purposes			
Problem Solving: recognize problem, analyze data, develop and implement solutions, and evaluate outcomes			
Interpersonal Skills: interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner			
Responsibility: accountable for the outcomes of personal and professional actions, follows through on commitments in the profession, follows through on community and social responsibilities			

Professionalism: exhibits appropriate professional conduct, represents and promotes the profession			
Accepts and incorporates constructive feedback: seeks out quality sources of feedback, reflects on and integrates feedback, can provide meaningful feedback to others			
Effective use of time and resources: manages time and resources effectively to obtain the maximum possible benefit			
Stress Management: identifies sources of stress, develops and implements effective coping behaviors; applies these coping behaviors in interactions with self, patients and caregivers, and health care team members in work/life scenarios			
Commitment to learning: self-directs learning; identifies quality sources of learning; continually seeks and applies new knowledge, behaviors, and skills			
Competent to enter PTA 250			

Appendix H: Estimated Program Costs 2025-2026

Washtenaw Community College Physical Therapist Assistant (APPTA) Fall 2025 Entry (2025-26 Academic Year) ESTIMATED COSTS

Tuition rates and fees listed below are estimates based on the 2024-2025 academic year and are only valid through the Spring/Summer 2025 semester. If a change is made in the tuition rates and/or fees for any future semester, these changes would go into effect beginning in the fall semester of each year. To view the current tuition rates and fees, please visit WCC's website at www.wccnet.edu/tuition. All fees below are estimates and subject to change.

TUITION & COLLEGE FEES (includes \$15 infrastructure fee per credit hour)	COST
62 credits @ \$114 (in-district rates)	\$7,068
62 credits @ \$196 (out-district rates)	\$12,152
62 credits @ \$271 (out-state rates)	\$16,802
62 credits @ \$322 (international rates)	\$19,964
Contact Hour Fee (labs & clinicals)	\$1,815
Graduation Fee (cap & gown)	\$48
Student Photo ID Fee	\$10
Payment Plan Enrollment Fee	\$25

PROGRAM FEES	COST
Physical Exam (including lab tests & immunizations)	\$150 - \$250
CPR Certification (based on taking WCC's HSC 131 Course) (Includes tuition for 1 credit hour & \$25.50 AHA CPR Card Fee) in-district = \$139.50; out-district = \$221.50; out-state = \$296.50; international = \$347.50	\$140 - \$348
Vendor Fee for Collecting and monitoring Medical Records plus initial Criminal Background Check	\$65
Required Text Books (purchased as new from campus bookstore)	\$1,654

Lab Supplies and Equipment	\$160
APTA Student Membership (recommended)	\$90
PTA Licensure Application	\$221
PTA Licensure Practice Exam	\$99
PTA Licensure Exam	\$638
Criminal Background Check and Fingerprinting for Licensure	\$67

ADDITIONAL COSTS TO CONSIDER	COST
Student Health Insurance (must maintain throughout program)	
Transportation to and from campus and distant clinical sites	
Parking fees for clinical sites (applies only to some sites)	
Lunches at clinical sites (if purchased)	
Appropriate clinic attire and footwear	
Supplies: devices, Wi-Fi, printer costs, paper, writing utensils	
Childcare	

TOTAL COSTS* (tuition & college fees + program fees based on residency status)	COST
In-District Residents	\$12,250
Out-District Residents	\$17,416
Out-State Residents	\$22,141
International Residents	\$25,354

*Total cost does not include "Additional Costs to Consider".

Appendix I: Student's Acknowledgment of Understanding the WCC PTA Program Student Manual

Washtenaw Community College
Physical Therapist Assistant Program

Student's Acknowledgment of Understanding the WCC PTA Program Student Manual

I have read and understand the Washtenaw Community College PTA Program Student Manual and understand that I am responsible for knowledge of the information contained therein.

Also, I am responsible for adhering to any subsequent changes in the PTA Program policies while I am an active PTA student. I am aware the most current edition of the Student Handbook is posted on the Learning Management System (LMS) website.

I understand the Standard Precautions method of transmission prevention and agree to follow the guidelines set forth in the policy. I understand that failure to follow the guidelines for Standard Precautions increases the risk that I may be exposed to Blood Borne diseases. I understand that my failure to comply with the policy of Universal Precautions is grounds for disciplinary action.

I agree to participate in all learning experiences designed to meet the course objectives of the PTA Program.

Student's Name (print neatly): _____

Student's Signature: _____

Date: _____