STUDENT HANDBOOK
2022-2023

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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 important information that is specific to the Physical Therapist Assistant (PTA) Program. This handbook is a supplement to the WCC College Catalog and WCC College Student Handbook.

Please read this manual carefully. There is a Student Manual Verification “assignment” in the PTA Orientation Blackboard site that you must complete prior to the first day of class starting the program. This “assignment” is an acknowledgement that you have received the manual 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 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 (CAPTE) of the American Physical Therapy Association
1111 North Fairfax Street
Alexandria, Virginia 22314
Phone: 703-706-3245
Email: accreditation@apta.org
Website: www.capteonline.org
Information about filing a complaint with CAPTE is available at https://www.capteonline.org/Complaints/.

Welcome!
Welcome to the Physical Therapist Assistant (PTA) Program. During your time here, you will be trained to have a solid foundation in the delivery of physical therapy based on current scientific evidence. Upon successful completion of the program, you will become skilled clinicians capable of improving the health and wellness of your patients under the

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supervision of a physical therapist. The faculty are excited to work with you over the next two years and beyond. We encourage you to be active participants 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 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, between the therapists and other healthcare providers. Teamwork comes from mutual trust and respect and open communication. With faculty support, students are expected to continue working 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

Interim Vice President of Instruction: Victor Vega, Ph.D

Executive VP of Stud. & Acad. 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 Z
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
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Email: amherbert@wccnet.edu

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WASHTENAW COMMUNITY COLLEGE
General Information

1.1 Nondiscrimination Policy
Washtenaw Community College does not discriminate on the basis of 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 on the basis of sexual orientation, gender identity or gender expression. WCC is committed to compliance in all of its activities and services with the requirements of the 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.

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

Linda Blakey, VP of Student & Academic 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:
deanofstudents@wccnet.edu

Tracci Johnson
Room No: SC 275
Phone: 734-973-3480
Email: tjohnson29@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

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FERPA are protected. Questions concerning FERPA should be referred to Enrollment Services located in the Student Center Building, 2nd floor, room 203. WCC FERPA Policy.

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.

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 for escorting 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.

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 section for the procedure of WCC closing while students are out in the community in their clinical education experiences.

1.6 Drug and Alcohol Policy
With the exception of certain circumstances, Washtenaw Community College does not permit the possession, consumption, use or sale of alcoholic beverages in any form on campus. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on Campus property is strictly prohibited. Refer to the Student

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Handbook and Staff Manual for the full policy regarding the use of drugs and alcohol on campus. These policies detail disciplinary actions that may be taken by Washtenaw Community College against violators of this policy. The Board of Trustees web site contains the official Drug-Free Workplace policy as well as the Alcoholic Beverages on College Property, Use and Possession policy.

1.7 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 to student members of the APTA.

1.8 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.

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 will notify the students of who their faculty advisor is.
3. The Faculty will notify their advisees of possible meeting times.

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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
Karolyn Lehn klehn@wccnet.edu

1.9 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.

1.10 Learning Support Services
Services are available for students who have a physical or hidden disability and may need classroom accommodations.

Whenever possible equal access for individuals with disabilities will be achieved by implementing principles of Universal Design. When barriers still exist you may request reasonable accommodations as a means of securing equal access. Accommodations should be requested through Learning Support Services rather than directly to faculty members.

Students requesting accommodations for the first time are required to submit documentation of the disability. Please see Documentation Requirements.

Accommodations are determined on an individualized basis. There is no predetermined list of accommodations based on a particular disability. Accommodations are determined through an interactive process that begins during a student’s intake review with one of the Program Specialists. Accommodation decisions are based on the impact of a student’s disability, any relevant academic policies, and an assessment of essential elements of a course or program of study.

Accommodations cannot eliminate your responsibilities in such areas as conduct, class attendance, nor can they alter the technical standards, fundamental elements, or basic expectations of the class or course of study.

If there are any changes in medical condition(s) or mental health functioning, additional updated documentation may be requested.

The final determination for providing appropriate and reasonable accommodations rests with LSS. Temporary accommodations may be approved for conditions that may impact a student’s academic functioning on a short-term basis.

If Learning Support Services are needed, it is the student’s responsibility to contact Learning Support Services prior to the start of EACH semester.

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Students needing accommodations please contact 734-973-3342 to speak with a Program Specialist. You will also be asked to fill out the Accommodation Request Form.

Appeals about LSS policies or procedures or questions/concerns not resolved with LSS staff should be discussed informally by means of a meeting with the Director of Learning Support Services. If the complaint cannot be resolved with the director, the complaint should be filed in accordance with Student Complaint Procedures (Student Rights, Responsibilities, and Conduct Code Policy).

Additional information is available at: http://www.wccnet.edu/resources/learningassistance/learningsupport/

1.11 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 call 734-973-3420 or email LCLab@wccnet.edu.

Policy:
The PTA Program faculty are committed to student success. Students are encouraged to utilize instructor 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).

PHYSICAL THERAPIST ASSISTANT PROGRAM

PTA General Information

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

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

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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.

**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;
- 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 believe that:

1. Meaningful learning is possible when both the faculty and student interact in an atmosphere of mutual respect, commitment to excellence, and recognition of the legal and ethical responsibilities of members of the health care 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 Objectives**
The goals of the PTA program are expressed as student-based performance outcomes. These goals provide the foundation for the PTA program. All components of the program are directed toward student achievement of the following outcomes.

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An entry-level PTA will:

1. Implement physical therapy interventions under the supervision and direction of a physical therapist to:
   a. Achieve patient treatment goals as established by the physical therapist;
   b. Educate patients and clients about healthy behaviors;
   c. Promote functional mobility;
   d. Promote community integration.

2. Exhibit professional behaviors in interactions with patients, clients, and other healthcare professionals in a variety of settings in ways that demonstrate:
   a. Knowledge of current issues related to the field of physical therapy;
   b. Sensitivity to cultural and individual differences.

3. Demonstrate effective verbal and nonverbal communication among members of the health care team and their patients.

The WCC Physical Therapist Assistant program provides a dynamic curriculum that utilizes current educational technological resources, current educational theory, and reflects growth in the field of physical therapy and in the community. In keeping with the College and Program missions, these resources are brought together to provide an academic and clinical program for students that will lead to specific student outcomes.

To achieve these outcomes, the faculty of PTA program will:

1. Develop and deliver a curriculum that reflects the current and dynamic needs of the Physical Therapist Assistant.
2. Graduate a student qualified for employment as an entry-level Physical Therapist Assistant.
3. Prepare students for successful completion of the licensing examination.
4. Maintain communication with those WCC departments offering the general education courses that are an integral part of the PTA program.
5. Develop and maintain close communication with clinical education sites, prospective employers, graduates and employers of prospective graduates for program development and assessment.

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.

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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.

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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 for 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.
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.

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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. 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:
All students admitted to the PTA program must participate in both PTA Program Student Orientation Sessions prior to starting the first fall semester of the program.

Procedures:
1. The Program Director is responsible for setting the PTA Program Student Orientation dates, times, and locations.
2. The orientation dates and times will be coordinated with classroom space availability.
3. The Program Director will receive the names of those students admitted to the PTA program for that year from the Director of Enrollment Services.
4. The Health Admissions Office will contact those admitted students through a letter stating the date, time, location and general overview of the mandatory orientation sessions.

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5. The PTA Program Director will ensure that the PTA Program Orientation information is available for each student.
6. The PTA Program Director will establish the orientation outline, including speakers, as appropriate.
7. The PTA Program Director will take attendance at the orientation sessions.
8. Students will be provided required forms along with instruction for submission.
   b. Report of Medical History Form and the Two-Step TB Test Form
9. Students will be given information on the student screening platform, Viewpoint Screening, to manage their account. This platform will perform a criminal background check and manage all required medical health information including immunizations, CPR certification, and medical insurance.
10. Any scanned or electronic student files will be password protected. Any paper student files will be kept in a locked and secure location in the office of the Program Director.
11. Students will be given information with regards to the estimated costs of the program. The Program Director will be responsible for updating the information annually.
12. 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.
13. Other instructors associated with the PTA program will be invited to attend the Orientation session.

### 2.8 Physical Abilities Statement

**Policy:** Students will be required to participate in lecture, lab, and clinical situations that require certain physical and cognitive abilities. Students must complete and sign the PTA Program Student Abilities Statement Form prior to starting the PTA program and may be required to sign it at the beginning of each semester and/or clinical experiences. Students are expected to notify program faculty if for any reason they are unable to perform the described activities.

**Procedures:**

1. The PTA Program Director will review the PTA Program Student Abilities Statement Form with the students at Student Orientation.
2. All students will receive access to this form after the first orientation.
3. The PTA Program Student Abilities Statement Form will be kept in the student’s account on Viewpoint Screening.
4. A student may not participate in PTA classes or lab sessions until this statement is on file.

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5. Students may be required to sign the PTA Program Student Abilities Statement at the beginning of each semester, prior to clinical education experiences, and/or after missing classes due to any medical condition and/or hospitalization.

Direct any questions or concerns regarding this form or student participation to the PTA Program Director.

2.9 Informed Consent

Policy: Students in the PTA program at Washtenaw Community College will be required to participate in lecture, 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.

Procedure:
1. The Program Director will review the Informed Consent form with students at student orientation. Explanation will include:
   a. Level of participation in the program
   b. Potential risks
2. The ACCE will explain the release of information to clinical sites.
3. The students will sign the Informed Consent form and submit it by the deadline.
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 file on Blackboard.
   a. All scanned and electronic files will be password protected.
6. All paper student files will be kept in a locked and secure area in the office of the Program Director.

2.10 Audiovisual Release

Procedure:
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 submit the signed form.
3. The Audiovisual Release Form will be kept in the student’s file on Blackboard.
4. The Program Director will make available a list of those students who declined to be recorded to all instructors in all PTA courses.

Revised: July 2022
5. If an instructor plans to video record a student, lecture, lab, guest speaker, or demonstration/skills check/practical, the instructor must inform the class and any guest speaker prior to the beginning of that class.

6. All guest lecturers who will be video recorded, photographed, or audio recorded must also sign the Audiovisual Release Form.

7. Signed guest lecturer forms will be kept in the Program Director’s office.
   a. If scanned electronically, these forms will be password protected.

8. When a student is on a clinical affiliation, the student will follow the facility policy regarding video recording procedures and consent.

2.11 Health History Forms
Policy: All students in the Physical Therapist Assistant Program are required to complete, with physician signatures, the health history forms. These forms must be completed prior to the second required program orientation and must remain current while in the PTA Program. These forms include: Health Examination performed by a physician or Nurse Practitioner; TB screening, Immunization Verification, Hepatitis (Hep) B questionnaire, general Report of Medical History, and General Abilities Statement.

Procedures:
● Students will receive access to forms and instructions at the first required program orientation.
● Students are expected to schedule appropriate appointments in a timely manner within the parameters given by the program.
● Students are to submit all completed forms no later than the due date given during the first required program orientation.
● Students must notify the ACCE, in writing, of any immunizations (TB, Hep B) that are in progress with expected completion date/timeframe.
● 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.
● Failure to submit completed paperwork to Viewpoint Screening 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.

2.11.1 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

Revised: July 2022
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 into Viewpoint Screening in order to fulfill 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 12 months to placement at a clinical site
  - If the skin test was 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.

- **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 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

Revised: July 2022
If the student is in the process of receiving the series of vaccine, the student must provide evidence of immunity with a titer after the specified timeframe from the last vaccine

- **Influenza**
  - Documentation of vaccination required annually by October 1 of each year
- **Covid-19**
  - Documentation of two vaccinations

**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.

### 2.11.2 CPR Certification

Students are required to submit current CPR certification information into Viewpoint Screening in order to fulfill requirements of the clinical sites. The clinical sites **only** accept Basic Life Support (BLS) for the Healthcare Professional through the American Heart Association.

### 2.12 Criminal Background Check

**Policy:** All students entering the PTA program will authorize the designated agency to perform a criminal background check as part of the WCC Admission process and requirements. The criminal background check will be conducted by the designated external agency and must be completed before first required program orientation. The student will also sign the Informational Release Form. This form will be kept in the student’s file on Blackboard.

- If the student receives a “positive” from the criminal background check, the student’s admission will not be processed until the student has “cleared” the background check.
- It is the **student's responsibility** to follow-up on and address any discrepancies. Acceptance into and graduation from the PTA program does not guarantee that the state licensure board will grant licensure.

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.

Revised: July 2022
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.

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
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 statute, still considers marijuana a banned substance. Accordingly, marijuana will continue to be prohibited on all College property and clinical affiliates at all times.

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.

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;

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

Procedure:
1. Eligible students notify the Program Director, in writing, of their intention to apply for licensure and take the NPTE prior to graduation.

Revised: July 2022
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 for information. As a member of the APTA, you, as a healthcare professional, can have an influence on 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
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. WCC students must meet general education requirements in Critical Thinking. Critical Thinking requirements are addressed by taking courses in the six other general education areas.

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).

Three courses in the program must be taken prior to admission in the program. These are:
- ENG 111 Composition I
- HSC 101 Healthcare Terminology
- BIO 111 Anatomy and Physiology - Normal Structure and Function
If a student has an academic math level of less than 3, they must pass MTH 097 Introductory Algebra as a prerequisite for MTH 160. Students must successfully complete all required courses with a grade of "C" or higher in order to remain in and graduate from the PTA program.

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

Table 1. General education courses and major courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td></td>
<td><strong>26 HOURS</strong></td>
</tr>
<tr>
<td>BIO 111</td>
<td>Anatomy and Physiology - Normal Structure and Function</td>
<td>5</td>
</tr>
<tr>
<td>COM 101 OR COM 102</td>
<td>Fundamentals of Speaking OR Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Composition I</td>
<td>4</td>
</tr>
<tr>
<td>HSC 101</td>
<td>Healthcare Terminology</td>
<td>1</td>
</tr>
<tr>
<td>HSC 147</td>
<td>Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>MTH 160</td>
<td>Basic Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHL 244</td>
<td>Ethical and Legal Issues in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>PTA MAJOR COURSES</strong></td>
<td></td>
<td><strong>36 HOURS</strong></td>
</tr>
<tr>
<td>PTA 100</td>
<td>Fundamentals of Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PTA 150</td>
<td>Therapeutic Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>PTA 160</td>
<td>Therapeutic Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>PTA 180</td>
<td>Clinical Kinesiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Revised: July 2022
The PTA program coursework has been sequenced in such a way as to introduce students to concepts, principles and processes through didactic courses in 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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Term Taught</th>
<th>Credit Hours</th>
<th>Course Length (in weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Composition I</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Anatomy and Physiology - Normal Structure and Function</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>HSC 101</td>
<td>Healthcare Terminology</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>MTH 160</td>
<td>Basic Statistics</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>COM 101 OR COM 102</td>
<td>Fundamentals of Speaking OR Interpersonal Communication</td>
<td>2 OR 3</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Revised: July 2022
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 100</td>
<td>Fundamentals of Physical Therapy</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>PTA 150</td>
<td>Therapeutic Procedures I</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>PTA 180</td>
<td>Clinical Kinesiology</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>HSC 147</td>
<td>Growth and Development</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>PTA 160</td>
<td>Therapeutic Procedures II</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>PTA 195</td>
<td>Introduction to Disease</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>PTA 200</td>
<td>Therapeutic Modalities</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>PTA 220</td>
<td>Therapeutic Exercise I</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>PTA 230</td>
<td>Clinical Education I</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PHL 244</td>
<td>Ethical and Legal Issues in Healthcare</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>PTA 198</td>
<td>Soft Tissue Management</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>PTA 225</td>
<td>Therapeutic Exercise II</td>
<td>4</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>PTA 240</td>
<td>Clinical Education II</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PTA 250</td>
<td>Clinical Education III</td>
<td>5</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>PTA 280</td>
<td>Clinical Concepts</td>
<td>5</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>62 Hours Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Revised: July 2022
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course (Credit Hours)</th>
<th>Contact Hour Distribution</th>
<th>Total Contact Hours Per Week</th>
<th>Total Contact Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Winter</td>
<td>PTA 230 (1)</td>
<td>8 days</td>
<td>6-hour days over 2 weeks</td>
<td>48 hours</td>
</tr>
<tr>
<td>Year 2, Fall</td>
<td>PTA 240 (3)</td>
<td>One, 3-week full-time experience</td>
<td>40 hours per week</td>
<td>120 hours</td>
</tr>
<tr>
<td>Year 2, Winter</td>
<td>PTA 250 (4)</td>
<td>Two, 6-week full-time experiences</td>
<td>40 hours per week for both experiences</td>
<td>240 hours for both experiences, 480 hours total</td>
</tr>
<tr>
<td><strong>Total Clinical Education Contact Hours</strong></td>
<td><strong>Total Clinical Education Contact Hours</strong></td>
<td><strong>Total Clinical Education Contact Hours</strong></td>
<td><strong>Total Clinical Education Contact Hours</strong></td>
<td><strong>Total Clinical Education Contact Hours</strong></td>
</tr>
</tbody>
</table>

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 the 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 health care 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.

Revised: July 2022
**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. Lecture, 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 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)

Revised: July 2022
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 monitoring and documenting 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 health care 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**

Revised: July 2022
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 health care 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 health care 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 with the purpose of achieving 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) prior to class/lab OR absent from class with notification to the instructor(s)

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 prior to class.

Revised: July 2022
2. If a student is absent two consecutive days due to a medical excuse, they must present the instructor with a physician's note dated with the days of absences and the reason for the absences.

3. If a student is unable to attend class due to an emergency/illness/death of an immediate family member, the student must notify the instructor(s) by phone and/or email prior to class.

4. Extended absences will be reviewed with the Program Director and the Instructor for that course (see Medical Issues and Medical Leave of Absence below).

5. Extended absences due to emergencies will be handled per Washtenaw Community College Policy on an individual basis.

6. 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.

7. 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.

8. 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 in 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 completion of any component of the course/Program activities or objectives. This also includes pre-existing conditions and changes in Abilities. 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.

Revised: July 2022
All students whose medical issue has required hospitalization must submit a signed Abilities Statement.

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. In order 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 course work.

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.

Revised: July 2022
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.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 94</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 -86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
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<tr>
<td>77 -79</td>
<td>C+</td>
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<tr>
<td>73 - 76</td>
<td>C*</td>
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<tr>
<td>70 - 72</td>
<td>C-</td>
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<tr>
<td>67 – 69</td>
<td>D+</td>
</tr>
<tr>
<td>63 – 66</td>
<td>D</td>
</tr>
<tr>
<td>60 – 63</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

*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 in accordance with 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

Revised: July 2022
completion of course requirements must be established by the instructor and met, in order 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.

If a student receives an “F” or a “NP” (No Pass) on any of their clinical education courses, the student will be dismissed from the program.

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 (Blackboard, email, etc.), and assignment format in the course syllabus. Any late assignment will be penalized per the instructor’s syllabus. If a student has extenuating circumstances that prevent them from turning an assignment in by the due date, that student is responsible for contacting the instructor BEFORE the due date to decide on an alternate due date with the possibility of not receiving full credit/points. Assignments submitted will not be considered late if they are submitted on or prior to 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. 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 Examinations, Practical Exams, and Competency/Skill Check-Offs
Policy: Students are expected to be on time and prepared for all examinations, practical exams and competency check-offs. Students who begin the exam late will not be granted extra time. Students are responsible for all curriculum content during all

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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, but they will receive a “0” for that exam. Students will need to reschedule practical exams at the convenience of the instructor. Essential elements have been identified for each skill. Failure to perform an essential element will result in failure of 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 a failure for 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.

Adherence to laboratory dress code and professional behaviors is expected during all competencies and lab practical exams. Failure to comply with these policies will 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 prior to 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 is expected.

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A student must receive a passing grade of a “C” or at least a 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.

Continued Competency: 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. Students are expected to demonstrate continued competency in skills previously learned. 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.

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: Only one retake will be permitted on an individual competency, lab practical exam, and lab final exam. Retakes on competencies/practical exams are to be completed within 2 weeks and usually under the observation of two faculty members. 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 the course grade, while the retake score (P/F) will represent that the student demonstrated sufficient competency for that particular exam’s content. Lab final exams retakes must be scheduled before beginning a clinical education experience and before grades for the semester are submitted.

A score of 83% or higher is required in order to pass a retake exam. A maximum of two (2) retakes, per course, per semester, is permitted. A student who has to do a retake will be required to also complete 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 students of retake dates and times for specific retakes.
2. Students are responsible for signing up for needed retakes.
3. Students will receive a new patient/case scenario.

Revised: July 2022
4. The instructor will attach the retake scoring sheet to the original form.
5. The instructor will indicate on the scoring sheet whether the student achieved competency.
6. If a student does not achieve competency on the retake, the instructor will notify the student that they will enter remediation.
7. The instructor will notify the Program Director that a student needs to enter remediation.
8. The instructor and student, with input from the Program Director will develop a written remediation plan.
9. If the student fails to complete the remediation plan, they may be dismissed from the program.
10. 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 in order 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 in order 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 Returning of Exams, Practical Exams, and Assignments
Policy: All exams, practical exams, and assignments will be graded and returned to the student for review as soon as possible. After being reviewed by the student, all exams, practical exams and assignments must be returned to the instructor.

Procedures:
1. Exams, practical exams, and assignments are kept on file with the PTA Program for a period of 2 years.
2. A student may request to review his/her exam/practical or assignments at any time within the 2-year period that the documents are kept on file.
3. Instructors will arrange for review of requested materials at a mutually convenient time, with supervision.

Revised: July 2022
2.34 Continuing Eligibility
Policy: In order to continue through the course sequence of the Physical Therapist Assistant Program, a student must maintain an overall GPA of “C” or better and complete all PTA courses with a grade of “C” or better. Any grade less than a 73 percent for a PTA course is a failing grade. A passing grade in a PTA course means scoring at least a 73 percent in both the lecture portion and lab portion of the course. These components (lab and lecture) will be graded independently and then averaged for a course grade.

A student who has failed a PTA course or whose GPA falls below a “C” is not eligible to continue in the program. A student who withdraws from a PTA course is not eligible to continue in the program (see readmission to PTA program).

2.35 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 prior to graduation (Graduation Application). This form must be submitted by the third 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.

2.36 Withdrawing from the PTA Program
Policy: It is recommended that a student meet with the Program Director prior to deciding to withdraw from the PTA program.

Procedures:
1. If a student wishes to withdraw from the PTA Program, they should submit a letter indicating their intent to withdraw.
2. A student, who withdraws from any PTA course without first discussing with their advisor or program director, has withdrawn from the program.
3. It is the student’s responsibility to withdraw from each PTA program course after indicating their intent to withdraw from the program.
4. A student who withdraws from the program due to academic ineligibility must re-apply to the PTA program for readmission through the Health Admissions Office.

Revised: July 2022
5. A student who withdraws from the program due to academic ineligibility may only be re-admitted once.
6. Students who withdraw from the program and request re-admittance must request to re-admit in writing and meet all given requirements within specified timeframes.

2.37 Dismissal from the Program
Policy: Students dismissed from the program are not eligible to reapply through the Health Admissions Office.

2.38 Grievance Procedure
Policy: Per the Washtenaw Community College’s College Bulletin, a student with a complaint should follow the Student Complaint Procedure.

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. Issues that are unresolved at the informal stage or are of a more serious nature shall be referred by the student in writing 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. If the issue concerns a final course grade, the student must submit a grievance within 5 months of the final grade posting.

3. Issues that are unresolved by the ACCE or the didactic course instructor and the Program Director shall be referred by the student 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. If the issue concerns a final course grade, the student must submit a grievance within five months of the final grade posting.

4. Issues that are unresolved by the Allied Health Department Chair will be referred to the Divisional Dean of Health Sciences using the above-mentioned format.

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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. If the issue concerns a final course grade, the student must submit a grievance within five months of the final grade posting.

5. A final appeal may be made in writing to the Vice President for Instruction. The Vice President for Instruction 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.

2.39 Academic Integrity
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 in accordance with Article 4095 of the WCC Board of Trustees’ Policy Manual (Article 4095).

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 acknowledgement.
      iii. Failing to give credit for quotations or essentially identical expressions of material taken from books, encyclopedias, magazines, other reference works, term papers, reports, or other writing of another individual.

2. Cheating

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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 avoid 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.

2.40 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 FERPA and Student Rights, Responsibilities, and Conduct Code Policy).

Procedures:
To ensure the protection of those rights, 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 at midterm or final.

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2. All hard copy PTA student files will be in a locked and secure area in the office of the Program Director 
   a. Any digital student files will be password protected. 
3. All hard copy PTA student files related to Clinical Education will be kept in a locked and secure area in the office of the ACCE. 
   a. Any digital student files will be password protected. 
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 unless accompanied by a student signed release to: 
   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 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 academic files will be kept in a locked and secured area. Health related forms for clinical education will be destroyed per college guidelines. 

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. 

### 2.41 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.

2.42 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.

2.43 Technology Needs
A computer with a webcam (or a separate webcam), microphone, and speakers. 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 happens 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 download and upload for the purpose of Examity use. All course materials will be available through the course BlackBoard site. MS Word is required for any document submission. The use of a mobile device (such as a smartphone or tablet) is not recommended when using BlackBoard on a regular basis as you are not able to see the entire site and material may be missed.

2.44 Student Email
All students are required to use their WCC student email account. Students are responsible for information transmitted to them via their WCC student e-mail from the

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College and the PTA faculty. Information on WCC student email accounts can be found at WCC Gateway for Students.

2.45 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 own 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 with regard to 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.

Revised: July 2022
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 health care 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 in a respectful way 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 to 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, organization, 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.

2.46 Electronic Devices and Phone Use
Policy: Cell phones and electronic devices are expected to be turned off or in a 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.

Revised: July 2022
4. In case of emergency, the students may use departmental lab phones, or may ask the department secretary 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.

2.47 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.

2.48 Internet Use Policy
Electronics 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.

2.49 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.

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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.

2.50 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.

2.51 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.

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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.
8. 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 to keep 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.

2.52 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.

2.53 Open Lab
Policy: Open Lab is defined as that time when students will have access to designated PTA classrooms to practice manual skills covered in class, and lab. This time is scheduled outside normal class and lab time. An instructor may be present during these sessions. If an instructor is not scheduled or not available, the students cannot use the

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following: traction table, any electrical stimulation units, ultrasound units, LED units, paraffin, intermittent compression units, 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.

(An example of an open lab schedule: Monday-Thursday, 8:00am-5:00pm, Friday’s TBD)

2.54 Guests
Guests are not allowed in the classroom or lab areas.

2.55 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 person 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 potential transmission of virus infections including hepatitis B, hepatitis C, herpes, cytomegalovirus infections, and Creutzfeldt-Jakob disease, COVID-19, and similar diseases. This approach also establishes a standard that would prevent questions and

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concerns of classmates/laboratory partners and assist in preserving confidentiality for all patients and students.

The Standard for such protection shall include:

A. A basic premise that all patients, including simulated patients, should be considered potential carriers of contagious disease.

B. The strong recommendation 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.

C. 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.

D. 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 prior to 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 of mucous membranes of the mouth, nose, and eyes.

E. In Cases of Exposure
   a. In the event that 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.

2.56 Off-Site Educational 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.

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• 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, in writing, 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 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:

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1. Prior arrangements with qualified facilities who agree to serve as a back-up to primary plans.
2. Prior arrangements with qualified part-time instructors who agree to serve as back-up 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 students’ 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 prior to 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, 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.

2.57 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.

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3. The appropriate member of the PTA Program Faculty and involved students will complete an Incident Report Form (see Appendix), which are 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 in the file of each involved student.
   a. The information on this document will be kept in strict confidence unless otherwise indicated by College Policy or State or Federal Law.

2.58 Student Competency Prior to Clinical Education

Policy: All students must demonstrate competency in core areas of the PTA curriculum prior to 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 in order to participate in Clinical Education.

All students must demonstrate competency in PTA technical skills for each clinical as outlined on the minimum skills requirement sheet (see Technical Skills Competency Checklist) prior to 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

2. The Program Directors, ACCE and Advisory Committee will annually review this form for completeness and accuracy.

3. All instructors will be oriented to the minimal skills form prior to teaching any PTA course.

4. Each student’s completed minimum skills requirement sheet will be kept with the student’s file in the office of the Program Director in a locked and secure area.

5. Once an instructor has assigned a passing grade, that instructor must complete/update the minimum skills sheet, including date and initials.

6. The ACCE will review the student’s sheet prior to the start of each clinical education course.

7. 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.

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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 in 
a timely manner 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 in a timely manner to 
still 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.

8. 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.

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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.

It is essential that the PTA student 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 to 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 prior to the clinical rotation. The PTA Program has specific guidelines and criteria that a facility must meet prior to 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.

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Most clinical education placement sites are within an hour 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 year prior to clinical placement seeking placement for students.
4. The ACCE will track those facilities responding to request, 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 prior to 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 prior to 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 prior to the start of the clinical.
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

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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 History
Please see the Health History Forms 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 prior to 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 Prior to 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
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).
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, DTap immunization
   d. Results from TB test
   e. Proof of current CPR Certification at the Health Care Provider Professional level
   f. If the facility has requested any additional forms, these are to be completed prior to the start of the clinical education experience.

3.8 Transportation and Housing for Clinicals
Policy: Most clinical sites are within an hour 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 prior to 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 in a clean and professional manner. This includes:

- Neat and, when appropriate, pulled back hair
- Minimal makeup
- Only 2 earrings per ear
- Finger nails trimmed to level of finger tip
- 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 standards. However, the student must wear the WCC Name Tag at all times.

The following are not appropriate for 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 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, perfume, or strongly scented products are permitted.

3.11 Student Identification while on Clinical Rotations or Off-Campus Experiences
Policy: Students must clearly identify and must 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

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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 prior to clinicals.
2. All students must obtain a WCC photo ID prior to 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. CI/CCCE annual orientation
   b. 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 through writing)

Clinical Instructor responsibilities:
1. Initially, it is expected that a Clinical Instructor introduces the SPTA to a new patient, and inform the patient of the role of the SPTA for 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 service.

3.12 Failing a Clinical Rotation (PTA 230, PTA 240, PTA 250)
Policy: Students are required to take each clinical education course in order.

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Students must pass each clinical education class with a “P” in order 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.
   a. Site visits in these instances are preferred.
5. Establish a Learning contract with the student and Clinical Instructor.

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6. Document any and all contact with the CI, CCCE and/or student regarding concerns of clinical progress.
7. Contact the facility on a weekly basis to discuss the student's progress in relation to 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 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 meeting with CI and CCCE, if necessary, to discuss 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 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. It is imperative that both the student and CI work to establish effective communication, early and often, to ensure a successful clinical experience.

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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.
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 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.
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 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

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possible based on 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. 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, at the latest, ½ hour prior to the start of your clinical assignment.
2. In addition to notifying the specific hospital/clinic, you MUST also notify the ACCE @ 734-744-8502 between 8:00am-8:30am.

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 with the same time which 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

Revised: July 2022
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. In order to do
so:
   a. The student must request permission for the excused absence prior to 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.

NOTE: Holidays and other Non-Class Days
The student should conform to 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. In the
event that a student is not performing to the pre-established criteria, students will be

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expected to complete the missed time (see CAPTE accreditation requirements). All other missed time will require a make up 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 the 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 occurrence.

**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 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 for 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 to the ACCE by 10am each Monday.

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 previous week.
4. Plan learning activities, with student input, based on discussed goals
5. Provide information, as appropriate to 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 all Weekly Goal Sheets each Monday.
2. Review each student’s sheet
3. Contact the student and/or Clinical Instructor to discuss issues if needed.
4. File each student’s goal sheet in their clinical education file
   a. If scanned or electronic, these documents will be password protected
5. 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.

Revised: July 2022
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 in order 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: Personal beepers/pagers, cellular phones, and other electronic communication devices are NOT TO BE USED in patient care areas. Facility telephones, beepers, etc. may be used at the discretion of the CI and for emergency communications.

3.19 Internet/Email Use during Clinical Education Experiences
Policy: Students are expected to follow the facility's policy and procedures for 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 regulation, 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 with respect to 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 prior to starting the clinical education

Revised: July 2022
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 PTA CPI. For PTA 230 and PTA 240, the assessment using the CPI needs to be **completed at the end** of the clinical rotation.

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

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

### 3.23 Student Self-Evaluation of Clinical Performance

**Policy:** Students are required to complete a self-evaluation at the **end of PTA 230 and PTA 240,** using the PTA CPI.

Students are required to complete a self-evaluation at the **midterm and at 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 PTA CPI.
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.

Revised: July 2022
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 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 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.

Revised: July 2022
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 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 make up schedule as established by the CI/ACCE?
Yes No
Comments: _____________________________________________________________
_____________________________________________________________________
ACCE Signature: ______________________________________ Date: ________________

Revised: July 2022
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. 

Revised: July 2022
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

Revised: July 2022
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:

Revised: July 2022
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): _____________________________________________

Incident Report Form rev. 5.2013

Revised: July 2022
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: _____________________________________

Revised: July 2022
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: __________________________________________
## Technical Skills Competency Checklist

**Appendix G: Technical Skills Competency Checklist**  
Washtenaw Community College  
Physical Therapist Assistant Program

### Technical Skills Competency Checklist

<table>
<thead>
<tr>
<th>Technical Skill</th>
<th>Competent</th>
<th>Date/Initials</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Hand washing</td>
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<tr>
<td>Vital signs</td>
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<td>Draping</td>
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<td>Positioning</td>
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<tr>
<td>Basic bed mobility skills</td>
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<tr>
<td>Basic body mechanics</td>
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<td>Squat pivot transfer</td>
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<td>Stand pivot transfer</td>
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<tr>
<td>Sliding board transfer</td>
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<td>Two-person transfer</td>
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<td>Lift transfer</td>
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<td>Tilt table</td>
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<tr>
<td>Fitting assistive devices (AD)</td>
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<tr>
<td>Basic gait training walker (standard, FWW, 4WW, hemi walker)</td>
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<tr>
<td>Basic gait training cane (SPC, SBQC, WBQC)</td>
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<tr>
<td>Basic gait training crutches (axillary and lofstrand)</td>
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<td>Guarding techniques</td>
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<tr>
<td>Stair training (with and without handrails, with and without above mentioned AD)</td>
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<tr>
<td>Basic gait training uneven surfaces (with and without above mentioned AD)</td>
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<tr>
<td>Basic wheelchair handling</td>
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<tr>
<th>Procedure</th>
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<td>Basic wheelchair fitting</td>
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<td>Basic soft tissue mobilization</td>
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<td>Airway Clearance Techniques</td>
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<td>Basic wound care</td>
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<td>Sterile technique</td>
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<td>Residual limb soft dressing application</td>
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<td>Basic skin assessment</td>
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<td>Ultrasound</td>
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<td>Paraffin</td>
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<td>Hot/Cold pack application</td>
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<td>Ice cup massage</td>
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<td>TENS electrotherapy</td>
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<td>Iontophoresis electrotherapy</td>
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<td>NMES/FES electrotherapy</td>
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<td>High volt electrotherapy</td>
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<td>Interferential electrotherapy</td>
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<td>Cervical traction</td>
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<td>Lumbar traction</td>
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<td>Intermittent compression therapy</td>
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<td>Basic balance assessment</td>
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<td>Basic PNF principles</td>
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<td>Basic NDT principles</td>
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<td>Residual limb wrapping</td>
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<td>Residual limb measurements</td>
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<td>Basic orthotic application</td>
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<td>Assessing prosthetic and orthotic fit</td>
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<td>Joint goniometry</td>
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<td>Palpation skills</td>
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<th>PROM assessment</th>
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<td>AROM assessment</td>
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<td>Pain assessment</td>
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<td>Assessment of arousal, mentation, cognition</td>
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<tr>
<td>Basic sensory testing</td>
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<td>Basic therapeutic exercise including stretching interventions</td>
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<td>Basic therapeutic exercises including strengthening interventions</td>
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<td>Home exercise programs</td>
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<td>Basic neurological interventions including: tests and measures related to SCI, CVA, TBI, and other neurological conditions</td>
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<td>Assessment of cranial nerves</td>
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<td>Assessment of reflexes</td>
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<tr>
<td>Identification of postural, equilibrium, and righting reactions</td>
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<td>Identification of synergistic movement patterns</td>
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<tr>
<td>Recognizes gross and fine motor milestones</td>
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<td>Recognizes potential environmental barriers and accessibility issues</td>
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Appendix H: Estimated Program Costs 2022-2023

Washtenaw Community College
Physical Therapist Assistant (APPTA)
Fall 2022 Entry (2022-23 Academic Year)

ESTIMATED COSTS

Tuition rates and fees listed below are estimates based on the 2021-2022 academic year and are only valid through the Spring/Summer 2022 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](http://www.wccnet.edu/tuition). All fees below are estimates and subject to change.

<table>
<thead>
<tr>
<th>TUITION &amp; COLLEGE FEES (includes $10 enrollment/technology fee per credit hour)</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 credits @ $105 (in-district rates)</td>
<td>$6,510</td>
</tr>
<tr>
<td>62 credits @ $179 (out-district rates)</td>
<td>$11,098</td>
</tr>
<tr>
<td>62 credits @ $249 (out-state rates)</td>
<td>$15,438</td>
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<tr>
<td>62 credits @ $297 (international rates)</td>
<td>$18,414</td>
</tr>
<tr>
<td>Contact Hour Fee (labs &amp; clinicals)</td>
<td>$1,890</td>
</tr>
<tr>
<td>Graduation Fee (cap &amp; gown)</td>
<td>$48</td>
</tr>
<tr>
<td>Student Photo ID Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Enrollment Fee</td>
<td>$25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM FEES</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Exam (including lab tests &amp; immunizations)</td>
<td>$150 - $250</td>
</tr>
<tr>
<td>CPR Certification (based on taking WCC’s HSC 131 Course)</td>
<td>$131 - $315</td>
</tr>
<tr>
<td>(Includes tuition for 1 credit hour &amp; $25.50 AHA CPR Card Fee)</td>
<td></td>
</tr>
<tr>
<td>in-district = $130.50; out-district = $202.50; out-state = $269.50; international = $314.50</td>
<td></td>
</tr>
<tr>
<td>Vendor Fee for Collecting &amp; Monitoring Medical Records plus initial Criminal Background Check</td>
<td>$65</td>
</tr>
<tr>
<td>Required Text Books &amp; Course Packs</td>
<td>$1,312</td>
</tr>
<tr>
<td>Optional Books</td>
<td>$209</td>
</tr>
</tbody>
</table>

Revised: July 2022
<table>
<thead>
<tr>
<th></th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Supplies and Equipment</td>
<td>$130</td>
</tr>
<tr>
<td>APTA Student Membership</td>
<td>$90</td>
</tr>
<tr>
<td>PTA Licensure Application</td>
<td>$175</td>
</tr>
<tr>
<td>PTA Licensure Practice Exam</td>
<td>$99</td>
</tr>
<tr>
<td>PTA Licensure Exam</td>
<td>$590</td>
</tr>
<tr>
<td>Criminal Background Check and Fingerprinting for Licensure</td>
<td>$151</td>
</tr>
</tbody>
</table>

**ADDITIONAL COSTS TO CONSIDER**

<table>
<thead>
<tr>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance (must maintain throughout program)</td>
</tr>
<tr>
<td>Transportation to and from campus and distant clinical sites</td>
</tr>
<tr>
<td>Parking fees for clinical sites</td>
</tr>
<tr>
<td>Lunches at clinical sites</td>
</tr>
<tr>
<td>Appropriate clinic attire and footwear</td>
</tr>
<tr>
<td>Supplies: notebooks, paper, pens, pencils, calculator, etc…</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
</tbody>
</table>

**TOTAL COSTS* (tuition & college fees + program fees based on residency status)**

<table>
<thead>
<tr>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-District Residents</td>
</tr>
<tr>
<td>$11,585 - $11,685</td>
</tr>
<tr>
<td>Out-District Residents</td>
</tr>
<tr>
<td>$16,245 - $16,345</td>
</tr>
<tr>
<td>Out-State Residents</td>
</tr>
<tr>
<td>$20,652 - $20,752</td>
</tr>
<tr>
<td>International Residents</td>
</tr>
<tr>
<td>$23,673 - $23,773</td>
</tr>
</tbody>
</table>

*Total cost does not include “Additional Costs to Consider”.

Revised: July 2022
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 Blackboard 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: ________________________

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