Clermont College

PHYSICAL THERAPIST ASSISTANT PROGRAM

Student Handbook

Academic Year 2017-18
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## Program Policies and Guidelines

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PROGRAM POLICIES AND GUIDELINES

Welcome

The Physical Therapist Assistant program is a two-year academic and technical program leading to an Associate’s Degree in Applied Sciences from the University of Cincinnati Clermont College. The PTA Program has been established under the guidelines of CAPTE (the Commission on Physical Therapy Education). Students completing the Program should be eligible to take the examination for state licensure.

Physical Therapist Assistant (PTA) Program is a two-year academic and technical program leading to an Associate’s Degree in Applied Sciences from Clermont College at the University of Cincinnati. The PTA Program has been established under the guidelines of the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The Commission on Accreditation in Physical Therapy Education has re-accredited this program until December 31, 2026, after a successful reaffirmation visit in May of 2016. Students successfully completing the PTA Program are eligible to take the examination for state licensure.

The Physical Therapist Assistant Program is designed to train students in the various exercises, techniques, and uses of equipment necessary for the physical rehabilitation of a patient. The physical therapist assistant works under the supervision of a licensed physical therapist. The goal of physical therapy is to improve or restore a patient’s function following injury, illness, or disease. In order to do so, the therapist employs techniques such as heat and cold treatments, ultrasound, massage, and prescribed exercise programs, which may involve the use of mechanical equipment. The physical therapist assistant performs many of the functions of this process: monitoring patient progress, instructing patients in the use of therapy aids and assisting in the performance of prescribed exercises.

Physical Therapist Assistants may work in private, federal, state, or city hospitals, voluntary health agencies, such as the Easter Seal Society, public health agencies, home health associations, skilled nursing facilities, and for Boards of Education.

Students should keep this handbook in a safe and accessible place for future reference. As updates become available, students will be alerted by faculty and will need to add these to this handbook.
PHYSICAL THERAPIST ASSISTANT PROGRAM FACULTY & STAFF

Program Coordinator: Sam Coppoletti, PT, DPT, CSCS Educator/Associate Professor (513) 558-5340 sam.coppoletti@uc.edu

Academic Coordinator of Clinical Education: Carolyn Shisler, PT Educator/Instructor (513) 558-5201 Carolyn.shisler@uc.edu

Dept. Chair: Dr. Krista Clark Krista.clark@uc.edu (513) 732-5267
PHYSICAL THERAPIST ASSISTANT PROGRAM

Introduction

The Physical Therapist Assistant Program was first accredited through the University Of Cincinnati College Of Allied Health in 1987. Transfer of sponsorship to Clermont College was approved in November 2009, maintaining its full accreditation status.

Our Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)

CAPTE
1111 North Fairfax Street
Alexandria, Virginia 22314

Telephone: 703-706-3245
email: accreditation@apta.org
website: http://www.capteonline.org

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www.uc.edu/about/policies/non-discrimination.html - 28k - 2016-01-05

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The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status:
Tami Grunow  
Sr. Associate Vice President & Chief Human Resources Officer  
Section 504, ADA, Age Act Coordinator  
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Cincinnati, OH 45221-0039  
Phone: 513-556-6381 Email: tamie.grunow@uc.edu

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression:

Karla Phillips  
Interim Title IX Coordinator  
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Cincinnati, OH 45221  
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The following person has been designated to handle inquiries regarding the accessibility of electronic and information technology:

Heidi Pettyjohn  
EIT Accessibility Coordinator & Director of Strategic Priorities, Division of Student Affairs  
630 Steger Student Life Center  
2801UC Main Street  
Cincinnati, OH 45221  
Phone: (513) 556-9791 Email: pettyjhc@ucmail.uc.edu
Mission

The mission of the Physical Therapist Assistant Program at the University Of Cincinnati Clermont College is to educate students to become competent physical therapist assistants capable of performing the duties expected of an entry-level physical therapist assistant upon graduation from the Program. In addition, it is the mission of the Program to promote excellence in teaching, to support the professional/personal growth of its students and faculty, to serve as a resource to the community and to respond to the needs of the region it serves. Revised mission statement, per the new UC Clermont version, is as follows:

*We provide student-centered undergraduate education and life-long learning in an open access, regional college environment. We foster diversity as well as intellectual, cultural and social development in our community.*

Philosophy

The Physical Therapist Assistant Program of University of Cincinnati Clermont College is dedicated to meeting both the needs of its students and the needs of the communities these students will ultimately serve.

Students are promptly familiarized with the unique abilities, attitudes, and skills required for successful practice as a physical therapist assistant working under the supervision and direction of a licensed physical therapist. The Program’s first responsibility is to acquaint its students with the scope and duties of the physical therapist assistant so that career choices can be made efficiently without wasting the student’s time and finances or the Program’s resources.

The second duty of the PTA Program is to objectively assess and admit students who possess the skills, academic development, maturity, and attitudes necessary to work ethically, legally and competently as a PTA. In order to support this duty, the faculty will foster students’ cultural and social development. Leadership modeling and research are vital key concepts that have been added recently.

A special emphasis will be placed upon:

- **Communication and Collaboration** – we strive for open and honest communication by encouraging disclosure and discussion.
- **Continuous Improvement/Action Orientation** – the program will seek to identify opportunities and respond to our community through systematic data based methods.
- **Self-assessment and demonstration of Professional Behaviors for the Twenty-first Century** – Faculty will demonstrate professional behaviors, students will be instructed in the behaviors and will complete a self-assessment on their demonstration of professional behaviors. Students are also expected to demonstrate professional behaviors in both the classroom and clinic as indicated in course syllabi, practical exam grading rubrics, and the CPI Web for the PTA.
- **Self-assessment and demonstration of Values-Based Behavior for the APTA** – Faculty will demonstrate Core Values for the APTA, students will be instructed in the behaviors and will complete a self-assessment on their demonstration of values-based behaviors. Students are also expected to demonstrate behaviors in both the classroom and clinic as indicated in course syllabi, practical exam grading rubrics, and the CPI Web for the PTA.
Finally, it is the obligation of the PTA Program to offer both a competent faculty and a program which together will give students the skills, attitudes, and knowledge they need to serve the vast variety of facilities which make use of the services of physical therapist assistants. Faculty development and support are represented via continuous monitoring of faculty/programmatic needs, conference attendance, and active planning within the promotion and tenure system of the college.

**GOALS OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

**Semester System PTA Graduate Outcomes**

Graduates of the PTA program will demonstrate:

- knowledge of the role of the physical therapist assistant; the educational training required; the Code of Ethics of the American Physical Therapy Association; and the licensing & practice act of Ohio, Indiana and Kentucky; and act in a safe, ethical and legal manner.

- knowledge and skills necessary to perform appropriate physical therapy procedures, under the supervision and guidance of the PT.

- the ability to gather information in the patient's medical chart or records, assess a patient's basic physical and mental/emotional condition and changes in that condition, and proceed accordingly to ensure the patient's well-being and safety.

- the ability to appropriately assess and/or measure critical areas found in the CAPTE and the Normative Model for PTA Education, as exemplified by, (but not limited to): gait, strength, flexibility, joint range of motion, aerobic capacity, functional activities, pain, and posture.

- Completion of all clinical hours and met entry level performance for all red flag criteria and 80% of all other criteria on the clinical performance tool used by the program.

- Successful performance on both the written PTA Board Examination (NPTE) and Ohio State Jurisprudence Exam, as graduates of the PTA program.
### SPECIFIC GOALS OF THE PHYSICAL THERAPIST ASSISTANT STUDENT

**PTA Program Goals (revised 2016-17)**

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<th>Mission or Philosophical Statement - Student Focus</th>
<th>Measurable (completion/non-completion or by specific tool)</th>
<th>How Assessed?</th>
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| Applicants and core students will recognize the scope and duties of the physical therapist assistant so that career choices can be made efficiently without wasting the student's time and finances or the Program's resources. | - Student acknowledgment and acceptance Form-Preview Night  
- PTA 1001 and PTA 2003 course assignments/learning objectives  
- Advising/Starfish/Catalyst | - 100% of all applicants complete and Acknowledge PTA information/costs  
- Faculty answer any concerns  
- Not accepted students have alternate career pathway(s) |
| Applicants and core students will recognize the unique abilities, attitudes, and skills required for successful practice as a physical therapist assistant, working under the supervision and direction of a licensed physical therapist. | - Lab skills and practical's  
- The CPI Web for the PTA  
- PTA advising forms mirrored assessments performed by the faculty | - Normal progression in passing all courses with at least a 75% or "C"  
- Growth from Novice to Entry Level across the 14 categories by graduation |
| Students will be instructed in the behaviors and will complete a self-assessment on their demonstration of professional behaviors. Students are also expected to demonstrate ongoing professional behaviors both in the classroom and clinical practical exam grading rubrics, and at clinic. | - The CPI Web for the PTA  
- Mays' Professional Behaviors for the Twenty-first Century after each clinical round  
- PTA 2003 self-assessments | - Progressive growth or ratings on instruments, towards entry level, per course syllabi |
| Students will demonstrate the presence of Core Values of the PTA and espouse Values-Based Behavior for the APTA | - APTA Values Based Assessments for the PTA  
- Core Values of the PTA | - Progressive growth or ratings on instruments, towards entry level |
| Students will also have expected to demonstrate professional and ethical behaviors both in the classroom and clinic, as well as during practical exam grading rubrics, and in clinic. | - The CPI Web for the PTA.  
- APTA Values Based Assessments for the PTA | - Core students exhibit all preferred behaviors  
- Less than 3 students encounter significant concern or advising per cohort |
<table>
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<tr>
<th>Mission or Philosophical Statement</th>
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| **Student Focus**                 | - Service Learning opportunities  
                                - APTA membership and activities | - Students will receive positive patient surveys each clinical  
                                - Students all participate in OPTA meetings |
| Students will grow professionally and personally. | - TEAS VI aptitude survey  
                                - Grit and Optimism surveys, U of Penn.  
                                - Selection screening process, as modeled from hiring process at UC | - By in-house averaging and later by predictive statistics for the 4 subtests of TEAS VI  
                                - Students are consistent with grit and optimism national and in-house averages |
| Faculty will objectively assess and admit students who possess the skills, academic development, maturity, and attitudes necessary to work ethically, legally and competently as a PTA. | - APTA/OPTA membership and participation annually  
                                - CI Development surveys and training | - Annual participation and offerings  
                                - High satisfaction among CI’s regarding offerings (4.5/5) |
| Faculty will exemplify leadership modeling and the pursuit of research within the program. | - Mays’ of Professional Behaviors for the Twenty-first Century | - Each faculty will exhibit Post entry survey results across 10 categories, measured annually. |
| Self-assessment and demonstration of Professional Behaviors for the Twenty-first Century – Faculty will consistently demonstrate post-entry professional behaviors | - Regular peer evaluations of teaching  
                                - RPT file submissions on timely basis | - Regular reappointment and/or promotion  
                                - Very good ratings on all peer evaluations (4.5/5) |
| Faculty will promote excellence in teaching, as evidenced within the promotion and tenure system of the college. | - Values-Based Behavior for the APTA | - Annual reassessment reveals strengths and weaknesses  
                                - Plan laid out to boost weak areas |
| Faculty will demonstrate Core Values for the APTA Self-assessment. | - AAR  
                                - CAPTE Section analysis, 1-8 done on a quarterly basis  
                                - PTA Advisory Board meeting results/input  
                                - ACCE evaluations  
                                - CI Development Surveys in March Spring Clinical Mailing | - Stability in the positions  
                                - CAPTE sections completed on time and deficiencies cleared for progress report  
                                - Consistency in attendance and participation  
                                - Very good (4.5/5) scaled results on surveys of performance |
<table>
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<tr>
<th>Programmatic or College level-Focus</th>
<th>Measurable (completion/non-completion or by specific tool)</th>
<th>How Assessed?</th>
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| To educate students to become competent physical therapist assistants capable of performing the duties expected of an entry level physical therapist assistant upon graduation | -How learning works surveys  
-Midterm and end term course surveys | -Positive trends in skill confidence, value, and mastery with each term  
-Positive results of all survey items  
4/5 or better with positive comments |
| To serve as a resource to the community and to respond to the needs of the region it serves | -CI-Credentialing and Credentialing training  
-In-services  
-Participation in OH Consortia of PTA Ed. Programs  
-attendance at ELC | -Annual training offerings  
-4/5 or better ratings on all survey tools |
| To provide student-centered undergraduate education and life-long learning in an open access, regional college environment. | -IPE  
-DPT interaction  
-AAR  
-PT Month Activities | -Annual offerings of PT Month activities that make a difference in community person’s life  
-One visit to UC Main for special activity per year  
-Stability in AAR reporting (no red flags) |
| To foster diversity as well as intellectual, cultural and social development in our community. | -AAR  
-PT Month Activities | As above |
| The Program will promote open Communication and Collaboration by encouraging transparency/disclosure and discussion. | -Solid orientation to the program  
-Online or face to face Feedback avenues  
-Optimal Learning Environment factors  
-Advisor updates if P&P change midyear | -No more than 1 complaint per year, as received by Dept. Chair or Admin.  
-Students satisfied with delivery of optimal learning factors each term.  
-All students are kept apprised of P&P changes, no complaints or untoward impacts |
| The program will seek to identify opportunities and respond to our community through systematic databased methods and | -In class surveying  
-Assessment Grid for CAPTE | -Per ACCE reports of the community, positive response if program is in position to assist |
Continuous Improvement with an Action Orientation.

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<tr>
<th>Mission or Philosophical Statement</th>
<th>Measurable (completion/non-completion or by specific tool)</th>
<th>How Assessed?</th>
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<tr>
<td><strong>Faculty Focus</strong></td>
<td>- APTA HOD statement on PTA Essential Skills</td>
<td>- Positive match with HOD statements regarding the skills mix</td>
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<td>- Site surveys of current interventions and DX</td>
<td>- Positive mix of clinical sites that offer niche, acute, rehab, and outpatient ortho. offerings</td>
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<td>- Analysis of Clinical listing of type of settings and match of program needs</td>
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<td>Offer a program will inculcate/train the students with the skills, attitudes, and knowledge they need to serve the vast variety of facilities, which make use of the services of physical therapist assistants.</td>
<td>- By comparison of skills as a group and individually, as matched with the APTA HOD statement on PTA Essential Skills</td>
<td>- Positive match of 90% of all current skills covered by core or lab faculty</td>
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<td>The Program will offer a competent faculty.</td>
<td>- By State Licensure requirements-CE courses, etc.</td>
<td>- Niche PT’s utilized for each specialty not covered above</td>
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<td>Graduation rate</td>
<td>At least 75% of entered students will graduate as evidenced by graduation rates with a trigger of no less than 75% (2 year running average) surveyed annually</td>
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<td>Licensure pass rate</td>
<td>At least 90% of graduates will pass the licensing examination (ultimate pass rate) as evidenced by licensure exam pass rates with a trigger of no less than 90% (2 year running average ultimate pass rate) as surveyed annually</td>
</tr>
<tr>
<td>Employment rate</td>
<td>At least 90% of graduates who sought employment were employed within 1 year (full or part time) as evidenced by an employment rate trigger of no less than a 90% (2 year running average) surveyed annually.</td>
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ESSENTIAL PROGRAM-RELATED FUNCTIONS

Physical therapist assistant students must demonstrate, with or without appropriate academic adjustments or reasonable modifications to policies and practices, the ability to perform at least the functions listed below. These functions must be performed safely, reliably, and efficiently, in compliance with legal and ethical standards during their physical therapist assistant education.

1. Utilize appropriate verbal, nonverbal, and written communication with patients, families, and others.
2. Perform appropriate physical therapy procedures used to impact on the function of the movement system. These include, but are not limited to, the monitoring of cognitive/mental status, vital signs, wound status, functional activity tolerance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, ROM, balance, developmental stage, soft tissue, joint motion, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system.
3. Carry out physical therapy treatment of any patient delegated by a physical therapist who possesses perceived or potential movement dysfunction.
4. Follow a plan of care for a patient with movement dysfunction.
5. Understand the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family when implementing the plan of care.
6. Perform treatment procedures in a manner that is appropriate to the patient’s status and PT goals. These include, but are not limited to, exercise, developmental activities, balance training, coordination training, positioning techniques, self-care activities and ability to respond in an emergency situation.
7. Demonstrate ability to apply universal precautions and comply with isolation precautions.
8. Participate in data gathering for clinical research and/or outcome studies.
10. The student will be consistent with the Definition of Occupational Definitions for “Physical and Corrective Therapy Assistants and Aides” as defined on the Occupational Information Network with or without reasonable accommodations. "Physical and Corrective Therapy Assistants and Aides." Occupational Information Network. N.p., n.d. Web. 5 Jan. 2016. <www.occupationalinfo.org/onet/66017.html>. This is with the understanding of with or without reasonable accommodations.

Please contact Carolyn Shisler, ACCE (513)-558-5201 or Sam Coppoletti, PTA Program Coordinator (513) 558-5340 for a copy and/or clarification/explanation of these essential program-related functions.
Students must receive a letter grade of “C” or better in all courses taken after admission to the Technical Core Year. The College Level Math and English courses must also be completed with a grade of “C” or better during Summer Session preferably, or by the end of Spring 1 term. Moreover, to ensure patient safety, a student must show what is considered to be, by the faculty, a satisfactory level of performance in all areas of competency within each course to get a grade of “C” (75%) or better. A student must complete each course in an academic semester successfully before advancing to the next semester’s classes. Included in these competencies are not only knowledge and skills, but safety, ethics, judgment, appropriate professional behavior, communication, documentation, etc.

The faculty will work with students lacking in certain areas, but if the student remains unable to achieve a satisfactory performance level, the student will be given a “D” or “F” in the course and will not be able to progress further in the Program. Students must make every effort to complete a course in the program (or in the pre-requisites) to its conclusion; no late withdrawals past the published college/university deadlines are accepted unless approved by the program faculty of record, in consultation with the administration division director or chair.

Courses not successfully completed are not guaranteed to be re-offered and attendance might be limited by available laboratory space. Students forced to withdraw from the Program due to personal reasons, finances, etc., are not guaranteed re-entry into the Program.

All students in the Technical Core Year will be required to have a clinical readiness interview with the PTA faculty at the end of the Summer, Fall and early in the Spring semesters. This interview will be used to determine the student’s appropriateness for the Directed Practice (DP) experiences scheduled in the each term. If the student has not met the Program requirements necessary for placement in Directed Practice I, II or III, the student will not be assigned to those affiliations. If this problem occurs, the student may be suspended from the Technical Core Program. See the Clinical Instructor Handbook Appendix for the details of the Clinical Readiness Interview Checklist.

Students cannot complete the Technical Core Year without satisfactorily completing and passing all clinical assignments to graduate without meeting all University of Cincinnati curricular and financial obligations.

Academic Ethical Conduct:
The PTA Program Faculty will follow The University of Cincinnati’s overall Policy and Procedures found at: [http://www.uc.edu/conduct/Code_of_Conduct/introduction.html](http://www.uc.edu/conduct/Code_of_Conduct/introduction.html)
In addition, misconduct will follow what is outlined herein: [http://www.uc.edu/conduct/Code_of_Conduct/academic-misconduct.html](http://www.uc.edu/conduct/Code_of_Conduct/academic-misconduct.html)

The PTA student is preparing for a career in a field of medicine, in which ethics are playing a greater role. The State of Ohio practice act contains an Ethical code of Behavior, which specifies regulations dealing with these matters. (See Web link at [http://otptat.ohio.gov/](http://otptat.ohio.gov/)) In addition, students need to be familiar with the APTA “Code of Ethics for the Affiliate Member at: [http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf#search=%22standards%20of%20ethical%20practice%22](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf#search=%22standards%20of%20ethical%20practice%22)
Disciplinary and Remediation Guide

In order to aid students in developing professional attitudes and behaviors, the following specific policy has been established to deal with academic or non-academic/clinical issues, as they may arise during the student’s stay in the PTA Program.

Details of the Clinical Hearing and Due Process:
University of Cincinnati Clermont College Allied Health Programs/Science And Health Department

Academic/Clinical Hearing Policy and Procedure

Successful completion of clinical experiences is required to complete all allied health programs and become certified or licensed to practice in a health care environment. Performance at the clinical site is monitored and evaluated by faculty in each program. Compliance with academic and clinical policies and procedures is required for successful completion of the clinical experience.

Students who are experiencing academic and/or clinical experience difficulties and/or have violated clinical experience policies may be required to participate in an academic/clinical hearing. This practice is designed to assist the student in resolving academic/clinical performance violations, such as attendance, unprofessional/inappropriate behavior, violation of clinical policies, and/or complaints from preceptor/clinical educators at the clinical site.

Once a student is referred to a hearing, and all the circumstances are reviewed, one of the following may be required:

1. Require that student meet specific performance criteria including coursework and/or other activities to assist the student toward successful completion of the course/clinical experience/program.
2. Require additional activities that will assist the student toward academic success
3. Place a student on probation
4. Dismiss a student from the program. Dismissal allows a student one additional opportunity to apply for readmission to an allied health program.

Procedure

1. Faculty member notifies the Director of Allied Health that a clinical hearing is needed. The clinical hearing consists of members of the faculty from allied health programs and the Director of Allied Health. A hearing is scheduled and verified that the student can attend.
2. Clinical hearing is convened and documented with an action plan for how student will proceed, including procedures for readmission to program, if a part of the plan. Copies of the final documents are provided to the Science and Health Department Chair.

If any student is not successful despite their efforts while in the academic alert status, he or she will be required to withdraw and will be unable to complete the technical core year.

Recourse for such students is to apply for special readmission to begin the program where he or she failed, following one year of being suspended. A letter that outlines a written plan demonstrating reflection upon identified barriers that prevented success and a plan for better outcomes will be required 3 months prior to the re-admission semester or term. A special ad hoc PT community committee will be formed to review the above plan and request for re-entry. Available room in the classroom and clinic are also considerations. Students may be required to audit selected courses, after being re-tested for competency in knowledge and skills near the re-entry point, approximately 9-12 months after dismissal or suspension.

Originated: Nov., 2011
**Full Student withdrawals for personal reasons:** Students must complete an exit interview by meeting with the Director of Registration and the Program Coordinator or his/her designee, along with the Financial Aid representative. The purpose is to cover all of the aspects of the official withdrawal. These meetings should be completed within 2 weeks of the written notice, or before the term deadline for withdrawals. Students must submit a signed and dated letter stating his or her intent to the Program Coordinator’s attention. A student may opt for deferral for one year if accepted but never begins the core program classes by written request.

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### Clinical Grading vs. Course Grades

1. All course clinical courses will require the completion of specific academic assignments as well as the demonstration of technical skills. Failure to complete either requirement will result in an "F" in the course.
2. If a student fails a clinical, it will be at the discretion of the faculty if he or she will be permitted to continue in the Program and under what circumstances.
3. A student must receive at least a "C" (75%) in the clinical portion of his or her Program to pass the course. The academic faculty member will award the final grade.
4. Skill competencies previously met but not available in a later clinical may be carried forward. If they are available, the student is to be evaluated based on his or her most recent performance.
5. Students are expected to carry a 75% caseload in the final clinical experience(s), as we have defined the CPI (Clinical Performance Instrument) 100% participation in this way.

**Academic requirements will constitute part of the final grade and the ACCE has the final word about the student’s grade, with input from the clinical instructor or CCCE. Performance will typically amount to at least 50% of each clinical, along with completion of proper documentation, input from the clinical instructor, participation in each midterm evaluation process, as described in the current clinical course syllabi.**

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### PTA Policy on Practical Exams

Revised: 05/10

Practical examinations are given to students to assess competency, given proper supervision during a patient case scenario that contains a PT evaluation, treatment plan, and/or assessed skill. In addition to the assessment concerning the actual performance of the skill, all practical examinations will include assessment of communication skills, any required adaptations, appropriate professional behavior, and when indicated, decision-making. All practical’s must also include medical documentation and assessment of safety. Safety must be weighed such that a student who is unsafe during the practical will not pass the practical. **Fail Safe indicators will be utilized during each lab course, with a modified version being employed during the PTA major preparatory courses.** Students must achieve a grade of 75% or better on all practical’s. In the event that a student performs lower than a 75% level, remediation will occur. Following remediation, the student will re-take the practical. **The maximum score for a repeated lab exam will be 75% (C).** If the student, again, scores lower than a 75%, the student will receive a “D” or “F” in the course. Practical exams may be timed to mimic clinical situations and so ADA-A (Amended version) recommendations for extra time on written tests are suspended for this reason (and the program has received approval from our ADA Office of Disability after consultation in 2011.)
If a pattern of repeated first attempt lab practical failures becomes evident during the Technical Core of the Program, the student may be placed on academic probation and required to participate in a documented remediation plan. (See the Appendix for a sample lab practical that contains the Fail Safe indicators.)

NOTE: EXCEPTIONS MAY BE MADE TO ALL OF THE ABOVE IN INDIVIDUAL COURSES AS NOTED ON THE COURSE SYLLABUS

Program Re-Take / Make-up Policies

Make Up Policy:
Students are required to take all quizzes and exams. A “zero” will be given for any missed quiz. Any student who misses a scheduled exam must notify the program office and the instructor within 24 hours of the exam. Documentation of the reason for the absence must be submitted to the instructor within 48 hours. Students who fail to do so will forgo the opportunity to make up the exam. The instructor has the ability to do any of the following:

1. Award a zero for the exam.
2. Allow the student to take a make-up exam at a later date and time without penalty.
3. Allow the student to take a make-up exam at a later date and time and subtract penalty points.

Make-up exams may be provided in any format desired by the instructor and may include oral portions. Failure to take the make-up exam on the indicated date and time will result in a zero for the exam, and no additional opportunity to make it up. The decision about the makeup exam is made solely by the instructor. The decision of the instructor is final. Typical types of activities that receive automatic denials include: couples retreats, (children’s) birthday parties, family trips, vacations, taking friends to the airport, and the like scheduled during major test weeks or finals week.

Re-Take Policy:
If a student is required by the instructor to re-take an exam or quiz, the instructor will use the average of the two grades (original and re-take) when calculating the final grade. The format of the re-take will be determined solely by the instructor and may include oral portions, additional materials, and any type of questions desired by the instructor. The instructor will schedule a date and time for the re-take; if a student misses this, a “zero” will be calculated as the re-take grade. The decision to require the student to re-take the exam or quiz is made solely by the instructor. The instructor is in no way obligated to allow the student a re-take opportunity.
**Freshman Year**

- English Composition (1001)
- General Chemistry (1020)
- Anatomy and Physiology I, II (2001C, 2002C)
- Allied Health (ALH 1005)
- Intro to Psychology (1001)
- Math (1021 or 1037 or Stats 1031)
- Introduction to PT and Ethics (1001)
- Allied Health Physics (PHYS 1005C)
- Humanities Elective—early completion option

**Summer (Technical Core)**

- Lifespan Seminar (PTA 2001C)
- PTA Infomatics (PTA 2002)
- Musculoskeletal 1 (PTA 2010C)
- Clinical Education 1 (PTA 2004)
- Clinical Education Seminar (PTA 2003)—*proposed*

**Sophomore Year (General Education)**

- English Intermediate Composition (2089)

**Sophomore Year (Technical Core)**

**Fall II**

- Cardiopulmonary Rehabilitation (PTA 2020C)
- Neurorehabilitation (PTA 2030C)
- Musculoskeletal 2 (PTA 2040C)
- Clinical Education 2 (PTA 2070)

**Spring II**

- Clinical Integration/Integumentary (PTA 2050C)
- PTA Seminar (PTA 2060)
- Clinical Education 3 (PTA 2080)
- Neurorehabilitation 2 (PTA 2031C)
- Musculoskeletal Rehab 3 (PTA 2041C)
- Humanities Elective (if early completion option not taken)

The program is undergoing a reduction to 65 total hours from 70+ per OH Higher Learning Commission regulations. Both versions are currently posted online to reflect this time of transition. The changes are *highlighted in yellow* in the course descriptions grid below.
2017-2018 PTA Clinical Experience Schedule

Clinical Education I  Monday, July 24, 2017–Friday, August 4, 2017  Clinical debriefing session: August 5, 2017 from 9-11 am

Clinical Education II  Monday, October 30, 2017—Friday, December 8, 2017  Clinical debriefing session: December 9, 2017 from 9-11 am

Clinical Education III  7 week clinical experience (342 hours) during spring term Jan 8-April 26, 2018  Clinical debriefing session and program evaluation: Thursday, April 26, 2018 from 2-5 pm

UC Academic Calendar located at:
http://www.uc.edu/registrar/calendars/academic_calendar_1617.html

And http://www.uc.edu/registrar/calendars/academic_calendar_1718.html

Drop/Add deadlines located at:
http://www.uc.edu/registrar/policies_and_procedures/add_drop_withdrawal.html
<table>
<thead>
<tr>
<th>Course and Timing</th>
<th>All Summer term courses require this Pre-requisite: Admission to PTA Technical Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health (ALH 1005)</strong></td>
<td>This course gives a foundation in medical terminology and appropriate documentation for a medical record. It also provides a brief description of the modern health care system and especially the role of a PTA in this system. Legal and ethical issues are also addressed. Lecture, workbook exercises and group discussion will all be used.</td>
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<tr>
<td><strong>Fall 1 Term</strong></td>
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<tr>
<td><strong>Introduction to PT and PTA Ethics (PTA 1001)</strong></td>
<td>This course is designed for the benefit of PTA entry-level education and includes topics such as: loss and grieving, the psychosocial aspects of disability, types of health care delivery models, the stages of healing, and tools or concepts that describe pain perception, posture analysis, and vital sign monitoring. Additionally, students will become acquainted with the APTA, the Guide to PT Practice, assessing Mays' Professional abilities, The State of OH, KY, and IN regulatory codes, “People first” language, and the roles of the health care team.</td>
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<tr>
<td><strong>Spring 1 term</strong></td>
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<tr>
<td><strong>PTA Lifespan Seminar (PTA 2001C)</strong></td>
<td>The class will emphasize normal aging as well as diseases, impairments, functional limitations, and disabilities that are seen in the varied populations. There will also be an introduction to documentation as it relates to reimbursement, learning the denial process, and appeal process.</td>
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<tr>
<td><strong>Summer term</strong></td>
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<tr>
<td><strong>PTA Infomatics (PTA 2002)</strong></td>
<td>This course gives a foundation in medical terminology and appropriate documentation for a medical record. It also provides a brief description of the modern health care system as well as topics central to the health care professions, especially the role of a medical/allied health professional within this system. Evidence based practice, the educational system/IDEA, validity, reliability, and the ADA-A are covered. Topics such as critical thinking, communication skills, time management, employability attributes, patient-centered principles, and medical literature searches on the computer databases.</td>
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<tr>
<td><strong>Summer term</strong></td>
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<tr>
<td><strong>PTA Clinical Education Seminar (PTA 2003)</strong></td>
<td>This course is composed of classroom, teamed up with a clinical learning experience, PTA 2004. Classroom learning provides the student physical therapist assistant with cases to review in preparation for the hands on clinical experience. Use of library resources including literature searches, writing abstracts and case studies are reviewed. Patient and clinical experience documentation including general clinic policy and procedure; OSHA guidelines; required student assessment, and clinic assessment forms; instruction in current practice guidelines, professionalism, and communications with the Clinical Instructor, Clinical Coordinator of Clinical Education, and Academic Coordinator of Clinical Education are discussed.</td>
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<tr>
<td><strong>1 ug credit</strong></td>
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<tr>
<td><strong>Summer term</strong></td>
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<tr>
<td><strong>PTA Musculoskeletal 1 (PTA 2010C)</strong></td>
<td>This course provides the foundation for measuring muscle strength, muscle length, joint range of motion, and assessing skin status. Normal range of motion and kinesiology are discussed. Positioning and draping for optimal measurement are implemented. Specific disease processes affecting the musculoskeletal system and the stages of healing are identified. The foundation for therapeutic management of specified healing tissue is discussed and demonstrated. This includes principles, physiological effects, indications and contraindications for thermal modalities; principles and techniques for basic therapeutic exercise with emphasis on anatomy, physiology, and kinesiology; basic gait training using varied assistive devices for orthopedic cases; and beginning manual techniques to influence tissue healing.</td>
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<tr>
<td><strong>3 ug credits</strong></td>
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<td><strong>Summer term</strong></td>
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<td>Course Title</td>
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<td><strong>PTA Clinical Education 1 (PTA 2004)</strong>&lt;br&gt;1 ug credit-cont.&lt;br&gt;Summer term</td>
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<tr>
<td><strong>PTA Cardiopulmonary Rehabilitation (PTA2020C)</strong>&lt;br&gt;3 ug credits&lt;br&gt;Fall 2 term</td>
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<tr>
<td><strong>PTA Neurorehabilitation (PTA 2030C)</strong>&lt;br&gt;3 ug credits&lt;br&gt;Fall 2 term</td>
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<tr>
<td><strong>PTA Neurorehabilitation 2 (PTA 2031C)</strong>&lt;br&gt;2 ug credits&lt;br&gt;Spring 2 term</td>
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<tr>
<td><strong>PTA Musculoskeletal 2 (PTA 2040C)</strong>&lt;br&gt;3 ug credits&lt;br&gt;Fall 2 term</td>
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<tr>
<td><strong>PTA Musculoskeletal 3 (PTA 2041C)</strong>&lt;br&gt;2 ug credits&lt;br&gt;Spring 2 term</td>
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<tr>
<td><strong>PTA Clinical Integration/Integumentary (PTA 2050)</strong>&lt;br&gt;3 ug credits&lt;br&gt;Spring 2 term</td>
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</tbody>
</table>
PTA Seminar (PTA 2060)  
1 ug credit  
Spring 2 term

This course examines the role of the physical therapist assistant in providing safe, effective care to meet the physical, social and psychological needs of the patient. A review of job searching strategies and resume production will be included. The rules and laws for Ohio and highlights of bordering states will be provided, in preparation for the jurisprudence examination. Exit surveying will be completed in this course, along with clinical education debriefing. A practice state licensing test will be conducted and a seminar may be provided.

PTA Clinical Education 2 (PTA 2070)  
3 ug credits  
Fall 2 term

Full time clinical internship, assigned by the Physical Therapist Assistant Program, occurring during the sophomore year, Spring Semester. The student will provide physical therapy treatments based on the Physical Therapist’s Plan of Care to assigned patients under the guidance and direct supervision of the clinical instructor who is a licensed Physical Therapist or licensed Physical Therapist Assistant. (5 weeks)

PTA Clinical Education 3 (PTA 2080)  
3 ug credits  
Spring 2 term

Full time, final clinical internship, assigned by the Physical Therapist Assistant Program, occurring during second year of the technical core. The student will provide physical therapy treatment to assigned patients under the overall guidance of a licensed Physical Therapist, being directly supervised by a clinical instructor, who is either a licensed Physical Therapist or PT Assistant. (6 weeks)

**STUDENT COMPETENCIES FOR THE FIRST CLINICAL EXPERIENCE**

The following is a list of some of the major skills students have covered before their first full-time Clinical Experience. It is important to note that at this point in their academic career the students have had Musculoskeletal I (ROM/MMT of major joints, LE musculoskeletal rehab), Lifespan, Informatics (documentation, reimbursement, health care system), and Professionalism. They have not had Neuro Rehab, Cardiopulmonary Rehab or approaches to diseases of digestive, endocrine, genitourinary, integumentary, HIV/cancer, and cognitive/emotional realms.

I. Acquired Technical Skills & Understanding

- Basic understanding of exercise
- Medical terminology
- Functional Anatomy
- Body Mechanics
- CPR
- Cryotherapy
- Documentation of Progress Notes (simulated patient cases only)
- Draping
- Gait Training (Intro)
- Gather a patient’s history
- Hot Packs
- Hydrotherapy/Fluidotherapy
- Isolation Techniques
- Patient Billing of Service Delivered
- Patient Education/Motivational Interviewing (Intro)
- Patient Positioning/pressure relief
- Patient Safety
- Patient Transfers
- Physiological Response to Treatment (Intro)
- Reading and interpreting a medical chart (simulated patient cases only)
- Therapeutic Massage
- Tilt Table
- Ultrasound/Phonophoresis
- Universal Precautions
- Cold LASER
• Medical Abbreviations and Terminology
• Paraffin
• International Classification System

• Taking and recording vital signs at rest
• Goniometrics and MMT of hip, knee, ankle, shoulder, and elbow
• Balance (Intro)—Functional Reach, TUG, Romberg/Sharpened Romberg

II. Cognitive & Attitudinal Skills

• Patient’s Rights
• Physical & Psychosocial Needs of patients (Intro)
• Standards of Ethical Conduct
• Interdisciplinary Team/interprofessional interaction
• Role of the PTA (legal and ethical)
• Role of the PT (legal and ethical)
• Health Care Administration
• HIPAA
• FERPA
• Interpersonal Communication
• Cultural Diversity and Competence

• ADA
• Reimbursement by Medicare, Medicaid, Third-Party Payers, Veteran’s Affairs, and Workers’ Compensation
• Research (Intro)
• Malpractice and Negligence
• Professional Conduct—Guide for Conduct
• Professional Behaviors for the Twenty-First Century
• Values Based Behavior for Physical Therapist Assistants
• Death and Dying

STUDENT COMPETENCIES FOR THE SECOND CLINICAL EXPERIENCE

The following is a list of some of the major skills students have covered since their First Clinical Experience. It is important to note that at this point in their academic career they have additionally completed Musculoskeletal II (Focus on upper extremity musculoskeletal rehabilitation, excluding the hand, and lumbar spine). Neurorehab. I (neuroanatomy, stroke, Parkinson’s disease, pediatrics), and Cardiopulmonary Rehab (including intro to amputation and prosthetics). They have not had instruction on Spinal Cord Injury, Dementia, Cervical Spine or approaches to diseases of digestive, endocrine, genitourinary, integumentary, HIV/cancer, and cognitive/emotional realms.

I. Acquired Technical Skills & Understanding (Built upon from First Clinical Experience)

• Therapeutic exercise for UE, LE, lumbar spine
• Documentation of Progress Notes
• Patient Billing of Service Delivered
• Advanced Gait Training
• Pediatrics—typical and atypical development
• Orthotics

• Patient Education/Motivational Interviewing
• Patient Safety
• Patient Transfers
• Advanced Physiological Response to Treatment
• Reading and interpreting a medical chart
II. **Cognitive & Attitudinal Skills (Continued development)**

- Patient's Rights
- Physical & Psychosocial Needs of patients
- Standards of Ethical Conduct
- Interdisciplinary Team/inter-professional interaction
- Role of the PTA (legal and ethical)
- Role of the PT (legal and ethical)
- HIPAA
- Interpersonal Communication
- Intro to identifying abuse in vulnerable populations
- Cultural Diversity/Competence
- ADA
- Reimbursement by Medicare, Medicaid, Third-Party Payers, Veteran's Affairs, and Workers' Compensation
- Research
- Malpractice and Negligence
- Professional Conduct—Guide for Conduct
- Professional Behaviors for the Twenty-First Century
- Values Based Behavior for Physical Therapist Assistants

**STUDENT COMPETENCIES FOR THE FINAL CLINICAL EXPERIENCE**

At this point, the student has had all didactic/academic courses required to enter their final clinical experience. The goal for the end of this clinical experience is for the student to be at entry-level performance for all red flag criteria and at least 80% of all remaining criteria.

III. **Acquired Technical Skills & Understanding (Built upon from First Clinical Experience)**

- Therapeutic exercise for specialty joints and cervical spine
- Documentation of Progress Notes for specialty diagnoses
- Patient Billing of Service Delivered
- Advanced Gait Training
- Integration of therapeutic exercise across the continuum of care and in simple and complex patients.
- Patient Education/Motivational Interviewing
• Spinal cord injury (SCI)
• Functional mobility for person with SCI
• Integumentary assessment and wound healing
• Advanced Pressure relief
• Vasocompressive therapy—ace wrap, limb shaping, lymphedema management, and intermittent compression devices
• Orthotics
• Prosthetics
• Residual limb care
• Advanced Neurorehabilitation techniques
• Pediatric, Adult and Geriatric Psychological Disorders

• Patient Safety
• Safe Patient Handling and Movement
• Patient Transfers
• Advanced Physiological Response to Treatment
• Reading and interpreting a medical chart
• Universal Precautions
• Goniometrics and MMT of specialty joints and cervical spine
• Balance—Gait speed
• Functional Anatomy and Biomechanics
• Electrical stimulation—FES, NMES
• Biofeedback
• Cervical traction—home and clinic, mechanical, and manual
• Ultraviolet
• Intro to Burns
• Intro to treatment of Pelvic Floor Disorders
• Intro to lymphedema management
• Intro anthropometric measurements

IV. Cognitive & Attitudinal Skills (Continued development)

• Patient’s Rights
• Physical & Psychosocial Needs of patients
• Standards of Ethical Conduct
• Interdisciplinary Team/interprofessional interaction
• Role of the PTA (legal and ethical)
• Role of the PT (legal and ethical)
• HIPAA
• Interpersonal Communication
• Identifying abuse in vulnerable populations

• ADA
• Reimbursement by Medicare, Medicaid, Third-Party Payers, Veteran’s Affairs, and Workers’ Compensation
• Research
• Malpractice and Negligence
• Professional Conduct—Guide for Conduct
• Professional Behaviors for the Twenty-First Century
• Values Based Behavior for Physical Therapist Assistants
• Cultural Diversity/Competence
Through research, ten Physical Therapist/Assistant specific behaviors have been identified and are required for success in the profession. These behaviors, attributes or characteristics are not explicitly part of a professional’s core of knowledge and technical skills, but, equally important, these behaviors were originally validated as defining professional behavior in Physical Therapist education (May, et. Al, J PT Educ, 1995). Students in the Physical Therapist Assistant program must satisfactorily exemplify the ten PTA specific Professional Abilities and the three levels of associated behavioral criteria throughout the PTA Program. Satisfactory progress is demonstrated by exhibiting (1) Beginning Level criteria before beginning the first clinical experience, (2) Developing level criteria before beginning the second clinical experience and (3) Entry Level criteria by the end of all clinical internships. The full Professional (generic) abilities handout is available from the PTA office or faculty. These are assessed at key progression points within the curriculum, by employment of a “mirrored assessment” technique. During this process faculty members review and give written feedback about the status and re-assess the student from the faculty professional’s viewpoint.

The specific Professional Behaviors for the 21st Century are:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Mastery of these behaviors facilitates the ability to:

1. generalize from one context to another
2. integrate information from different sources
3. apply knowledge and skills in the practice setting
4. synthesize cognitive, affective and psychomotor behavior
5. interact effectively with clients, families, the community and other professionals

During the first summer session of the technical core year, students perform a self-assessment that is submitted to the faculty. If problems are identified, students will receive individual feedback regarding the inappropriate behavior or level of behavior. Students needing to develop in an area(s) will then determine a written plan that will remediate the behavior(s) to the required level. Upon approval of the faculty, the plan must be implemented and completed according to the timelines accepted by both student and faculty. These are reviewed at the time of each Clinical Readiness meeting. Failure to satisfactorily complete the plan or to reach the appropriate level of professional abilities in the agreed upon timeframe may result in delay in progression through the program or dismissal from the program.
Further evaluation of a student’s professional behaviors:

Students are assessed after Fall term for the purpose of monitoring progress in their pursuit of professionalism. The Values Based Behavior for the PTA are also introduced in the curriculum in anticipation of professional self-assessment. The student is introduced to the online CPI-Clinical Performance Instrument for the PTA and receive free training to become proficient in its use.

- A student’s professional behaviors are reviewed with them at each of their Clinical Readiness Meetings.
- A student completes a final self-assessment of their professional behaviors during their terminal clinical experience and compares to their original self-assessment.
CPR Card

A current CPR card is required of all clinical affiliations. A copy of your current card must be kept on file in the ACCE’s office, until completion of all clinical affiliations. **Health Provider level CPR with AED is required.**

*Note: The PTA Class of 2018 will need CPR certification through the end of April of 2018.*

APTA Membership

Membership in the APTA/OPTA: The American Physical Therapy Association offers student rates for affiliate members. Membership begins by the Summer term of the technical core. (Currently the total cost is $90 for Ohio residents). Many benefits are included with membership, such as access to APTA publications, databases/web pages, and discounts on several products. **Attendance at an OPTA state conference, national, or district meetings as a program and class requirement.**

Faculty Advising

The goals of the Physical Therapist Assistant Program Faculty Advising Program are as follows:

1. To help students understand the realities of a career as a PTA.
2. To help students evaluate personal strengths, weaknesses, and areas of concern, which might affect successful completion of the PTA Program through the generic abilities, plan.
3. To assist the students with specific areas of academic concern and/or professional behavior problems.
4. To help the students successfully complete both the academic and clinical aspects of the PTA Program.
5. To assist those students choosing to leave the PTA Program in finding alternative careers.
6. To serve as a conduit to University Student Services as needed by the student.

For an appointment with a member of the faculty, the student should call the PTA Office or approach the faculty member directly. All faculty members schedule their own appointment times outside office hours and/or use electronic posting. Faculty split the cohort in half, alphabetically and avoid any conflicts of interest, (e.g., should the faculty be related to or are close friends with any of the core students). Students may switch advisors, given advance notice and a valid rationale for doing so.

Early Warning System

All students should have a network of people who will support them in their educational journey. For that reason, UC Clermont uses a system known as Catalyst or Starfish/Connect, whereby your instructors and other support personnel, if applicable, can post notices about observable behavior.
For instance, if you are absent repeatedly from a class or are not completing assignments, your instructor may post a notice on Starfish. That information may be shared with your other instructors and/or your athletic coach. Advisors will be monitoring notices posted on Beacon so that we may address any issues before they become obstacles to your academic success.

Phone Numbers: Sam Coppoletti at 513-558-5340 or Carolyn Shisler at 513-558-5201, full time, core faculty. (See Appendix for the specific form and process)

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**Clermont College Student Counseling / Advising (COMPASS Program) and Library Resources**

The University of Cincinnati provides trained counselors to help students with problems that go beyond the scope of academic and career planning. Clermont College also supplies trained counselors who are available on a daily basis in the Educational Services building, free of charge and confidential. To reach him or her please call: 513-732-5263. Limited hours are now provided on a weekly basis at UC East.

A librarian provides regular hours at UC East, along with the [AskLynda.com](http://AskLynda.com) automated librarian being available for students desiring assistance with Clermont’s campus library resources. Offsite access is possible, using the student UC log in.

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**PTA Program Student Expenses**

Aside from the usual costs of tuition, educational materials, and textbooks, the students should be prepared for the following expenses:

**Malpractice Insurance**
Required for all PTA students – an umbrella policy covers any physical therapist assistant students who are enrolled in any clinical courses in Summer and Spring terms at no extra cost.

**APTA Membership:** one year at $80-90-required., depending upon the resident state dues.

**Uniforms**
Cost: Approximately $35, if applicable.

**Classroom and Other Fees**
These will vary from year to year but will cover manuals, books and limited supplies. An additional general fee per term may be applied to all Allied Health Students. Students may be required to pay for printing and copying fees on campus in the future. *(The approximate cost estimate at the time of this writing is $215 per student per semester, beginning in Fall, 2014. A Summer lab packet of disposable supplies and relevant small supplies may also be required at a cost of approximately $110-115)*
Medical Examination and Major Health Insurance
Students, at their own expense, will have to have health forms completed by University Health Service or their family primary care provider prior to participating in their first Direct Practice Experience during Summer term, due prior to July 1. This should include the student’s medical history. Prior to the second and third Direct Practice Experiences, the student must sign an updated health form. If their health status has changed since their physical, students will be required to submit written clearance from University Health Services or their family primary care provider before beginning their second and/or third Direct Practice Experience(s). Students who are out of compliance with any medical or other certifications will not be allowed on the clinical premises until such requirements are documented and received at the ACCE’s office. Students will be charged the current fee per term for UC health insurance unless a waiver is chosen and executed, demonstrating equivalent personal coverage. **Titers for major vaccinations and the current flu vaccine are now required. Selected clinics now require limited drug panel screens, at student cost. (See Bb PTA Advising Community for the specifics and health form online downloadable)**

Clinical Directed Practice (Clinical Experiences)
Students are responsible for all costs related to their direct practice experiences, including transportation costs and housing, if necessary. Students doing direct practice experiences still have the usual financial obligations of a full-time student to the University. The approximate cost to date is $800 for the entire set of experiences.

Needle stick Insurance
Needle stick Insurances is required for students in the PTA technical core to cover blood borne pathogen exposure. Paid upon beginning of technical core program. **Waive** if student has UC medical plan insurance.
Cost: Approximately $31 per year, billed annually to all PTA Majors in the Fall term

Immunizations
Immunization must be completed prior to the beginning of clinical internships. Included among these immunizations are Hepatitis B and a yearly 2-step Montoux TB test after initial 2-step TB test. Titers for all major vaccinations and the current flu vaccine are required, if the student does not have a written and valid record of them. Successful completion of the Hepatitis B vaccination series will take a minimum of 6 months and may take as long as 15 months if a person does not have a positive titer after the initial 3 vaccinations.

The University Health Services will maintain student health records for a fee if the student so desires. The student may contact the Student Health Services at (513) 556-2564.

Background checks: required completion prior to the Directed Practice One (DPI) clinical. If You lived in the same state for the past 5 years, only the State check is needed. Please use The Electronic web check system and send a copy to the ACCE. If you have Lived in more than one state during the past 5 years, please complete the federal check in addition to local state check.
Scholarships / Grants

In addition to the financial aid monies available through the University of Cincinnati Financial Aid Clermont College Student Services Office, the PTA Program is occasionally contacted by several local and regional physical therapy clinics, hospitals, and corporations regarding an interest in sponsoring Technical Core students through the sophomore year.  
http://www.ucclermont.edu/admissions/financial-aid.html

Early application in Spring term, along with the submission of the FAFSA is encouraged. **There are now two emergency grants available that are no longer classified as loans. One is named the James Sauls Grant. Contact the Student Services office for more information on Clermont Campus.**

Every attempt is made to inform all students about this information when it is received. However, if a student has a very definite need of this type of assistance, he/she should contact the Program office and arrange an appointment with his or her core advisor for specific information and guidance. There are now three separate Allied Health related scholarships available, including a sponsored general allied health dept. award and an award for single persons only. See this link for more information:  
http://www.ucclermont.edu/admissions/financial-aid/scholarships.html

UC Student Code of Conduct

Each student of the University of Cincinnati is responsible for the knowledge and practice of all policies outlined in the University’s Student Code of Conduct. See the most recent edition in January 2016 at:  
http://www.uc.edu/conduct/Code_of_Conduct.html

Other relevant resources that students should consult and follow are the relevant state licensure acts in the jurisdiction of each clinical experience. These may include, but not limited to: the OH Rules and Laws Ethical Behavior section, the APTA Core Values, Mays’ Professional Abilities, Consortia of PTA Educators’ Supervisory Guidelines, and the APTA Affiliate Member Code of Ethics. It is the student’s responsibility to review the state licensure code in their entirety prior to each affiliation.

PTA Policy Updates

Please be advised that Program Policies and Procedures undergo periodic review and revision. Updates on policies/procedures will be issued to the student as they become available. The student is advised to consult with the PTA faculty and/or staff regarding current policies/procedures, should they have any questions. It is the responsibility of the student to keep informed and current on issues related to all PTA Program policies/procedures. The program now utilizes a CAPTE Driven Policy and Procedure Manual, available at the program office, or online in the PTA Advising Community.
PTA Classroom Attendance Policy
Revised: 3/2012

The PTA Program strongly recommends that students attend all classroom and laboratory meetings. If a student is absent from any course meeting, for any reason, the student is responsible for all information, assignments, homework, handouts, discussions and any necessary additional assignments as determined by the instructor. In addition, if a student is absent, for any reason, the student recognizes that missing classroom discussion, lab questions, assignments, check-offs, quizzes, practical’s, exams and/or any other activities and/or missing the date the above occur or are due, may have significant effects in the student’s grade and ability to pass the course. Students are responsible for their own attendance and, thus, take responsibility for consequences of non-attendance. A bank of attendance points may be utilized for certain courses—see exact specifics in the relevant course syllabi. Typical types of activities that receive automatic denials include: couples retreats, (children’s) birthday parties, family trips, vacations, taking friends to the airport, and the like scheduled during major test weeks or finals week.

PTA Program Late Policy
Revised: 3/2010

Students should be in class at the start of class and should stay until all classroom activities are completed. On all occasions, that student will be responsible for all classroom activities missed and recognizes the consequences of such absences. Some professors may deduct points for tardiness to class meetings. If the pattern continues, the professor may call a special remediation meeting.

Class Cancellation Policy
Revised: 11/00

Students may be given a substitute assignment if the course session is cancelled due to legitimate reasons by the professor or the campus closure policy. These will usually take the form of online assignments that may be submitted from remote locations. Open labs may also be provided for students. At times, field trips may cause a shift or cancellation in the usual class times to accommodate the clinicians’ or facility’s schedule. Faculty will give prior notice by announcements and/or email by 5 pm the day before, regarding any significant changes in classroom activities that will occur on the following day.
Program Grading Scale Policy

The grading scale for all courses in the PTA Program shall be as follows, which differs from UC policy.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.6 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 92.5</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.6 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 82.5</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>75.0 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>72.6 - 74.9</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 72.5</td>
</tr>
<tr>
<td>D</td>
<td>64 - 68.9</td>
</tr>
<tr>
<td>D-</td>
<td>61 - 63.9</td>
</tr>
<tr>
<td>F</td>
<td>below 61</td>
</tr>
</tbody>
</table>

C: 75.0-76.9
Minimum passing level

Each student must achieve a minimum of 75% (C) to successfully complete the course. In addition, a student attaining less than 75% in any exam, including a final exam, must make an appointment with the course instructor within two-three days after the return of the exam. At that time, a review of the exam will be conducted. The student may be required to do remedial work, as assigned by the instructor. In the event that a student passes all exams but has consistently done so by a minimal amount, the student may still be required to perform additional work. The decision is left solely to the course instructor.

It is the Policy of the Physical Therapist Assistant Programs that a grade of “C” or better must be achieved in all PTA courses in order for a student to continue in the program, unless a grade of “I” has been issued. If a pattern of repeated first attempt lab practical failures becomes evident during the Technical Core of the Program, the student may be placed on academic probation and required to participate in a documented remediation plan.
Reminder: a formal, systematic academic alert process will begin if the trend of less than 75% is in major exam performance, as noted by the professor(s) and/or if the overall grade is less than 75% at midterm. The student will be required to meet with the professor(s) to compose a collaborative remediation plan with a written plan that includes concrete goals and timeframes for improvement. This is vital and even more urgent if the student is having difficulty across more than one course. If a student refuses to meet and are not open to forming a plan, then he or she may be suspended immediately from the Program with written and verbal notice.

Policy for the Assignment of an “Incomplete” in a PTA Course

Definition of ‘I’ Incomplete grade: The definition of the ‘I’ grade is below.

"I" (Incomplete) and "I/F" (Incomplete/Failure)

The incomplete grade is awarded as a final course grade (without grade point assignment) at the end of a term when a significant portion of course work has been satisfactorily completed, but not all of the course work has been completed. The incomplete grade is appropriate only when the completed course work is of passing quality and the student has had such hardship that completion of the remaining course work within the term timeline would present an additional hardship. Completion of the remaining course work does not include attending course sessions in a subsequent term.

http://www.uc.edu/registrar/faculty_resources/grading_scales.html

The PTA Program recognizes that the grade “I” may be submitted for a student in the Program. When a faculty member in the Program determines that an “I” is the appropriate grade, the faculty member and the student will complete the PTA INCOMPLETE GRADE FORM. This form includes the following:

1. Student name and ID number
2. Faculty name
3. Course, course number, semester and year
4. Reason for “I”
5. Specific assignment(s) that must be completed for the course
6. Date the specific assignment(s) must be completed
7. Consequences of non-completion of assignment

Both the faculty member and the student must sign the form when the “I” is utilized. In addition, the faculty member must complete Part II of the form within one week of the date the assignment is due. Part II must indicate the final disposition of the student’s status in the course. The faculty member will keep the original form with one copy sent to the student and a second copy filed in the student’s PTA file.

While the PTA Program leaves the assignment of the “I” grade to the individual faculty member, consistent student performance is necessary to assure clinical competency during affiliations. The PTA Program recognizes that extenuating circumstances may exist in which the grade of “I” may be granted in more than one class. Appropriate reasons for an “I” may include illness, death in the
family, military assignments, surgery, medical leaves and other reasons which have been approved by the Program faculty. In the event that one or more grades of “I” are received in more than one semester, the Program faculty will meet to determine if continuation in the Program is appropriate for the student. It is also recognized that the grade of “I” is not appropriate when a student has completed all assignments but has failed to reach the “C” level. In such cases, the grade received by the student will be recorded.

It is also recognized that the grade of “I” may be given for “academic reasons” which is defined as an “I” given to a student who, having not achieved the “C” level in a course, is given the opportunity to do additional work (as outlined on the “PT Incomplete Form”) in order to raise their average to the “C” level. As with any other “I”, an “I” for “academic reasons” is given at the discretion of the faculty member; under no circumstances must an “I” be awarded if a student’s average for the course is below a “C”. It is the policy of the PTA Program that a student may receive an “I” for “academic reasons” (as defined above) only in one semester. The failure of the student to achieve at a “C” level in a second semester will result in the awarding of the “D” or “F”. As a “C” or better in all courses is required to continue in the PTA Program, the student will not be permitted to continue in the Program.

PTA Incomplete Grade Form

UC Clermont College

Incomplete Course Contract

The "I" grade is given when unfinished work can be made up at the discretion of the instructor. The "I" grade will carry no quality points for one semester after it is incurred. Following that time period, the "I" will carry "0" quality points. The "I" usually is issued only after the instructor and student have discussed the requirements for the assignment of a permanent grade.

Please complete the following information and sign where appropriate. (Please print.)

I, ____________________________________________

Student name (Last, first) M Number

request an incomplete in the following course:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Cr Hrs</th>
<th>Yr. term</th>
</tr>
</thead>
</table>

MY REASON FOR THIS REQUEST IS (attach documentation if possible):
I understand that the following work must be completed and the incomplete converted to a letter grade by the end of the subsequent semester. Work not completed within this time will warrant the automatic recording of a grade of "F".

Student’s signature  Date

-- THE FOLLOWING SECTION IS TO BE COMPLETED BY THE INSTRUCTOR --

Course grade to date:  

Work to be submitted to complete course requirements:  

Work is to be completed by:  Date  Student’s Initials

Instructor’s signature  Date

Dept. Chair’s signature  Date

copy to student, faculty, and Dept. Chair

Program Policy on Cheating

The Physical Therapist Assistant Program is committed to educating students to assume a role within the physical therapy profession. Such a role is guided by the American Physical Therapy Association’s Code of Conduct and stresses ethics, adherence to acceptable professional behavior, and avoidance of misconduct. Because of this, the Programs will not tolerate any forms of cheating or academic dishonesty. Students in the PTA Program found to be cheating or involved in academic dishonesty will receive an “F” in the course in which the cheating or academic dishonesty occurred and will not
be permitted to continue in the respective program. Upon due process, the student may be dismissed from the program.

While students are referred to the PTA Admissions Forms and the University of Cincinnati’s Code of Conduct for additional information, students should be aware that the following are behaviors that shall be considered academically dishonest:

1. **Aiding or abetting academic dishonesty.** Knowingly helping, procuring, or encouraging another person to engage in academic dishonesty.

2. **Cheating:** any dishonesty or deception in fulfilling an academic requirement. This may include:
   a. using unauthorized material during an examination (tapes, notes, tests, etc.);
   b. obtaining assistance with or obtaining answers to examination questions from another person with or without that person’s knowledge;
   c. furnishing answers or examination questions to another person;
   d. possessing, using, distribution, or selling unauthorized copies of an examination;
   e. representing as one’s own an examination taken by another person;
   f. taking an examination in place of another person;
   g. obtaining unauthorized access to the computer files of another person or agency, and/or altering or destroying those files.

**Plagiarism:**

1. Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, quotation marks, citations or bibliographical references.
2. Submitting as one’s own, original work, material obtained from an individual, agency, or the internet without reference to the person, agency or webpage as the source of the material.
3. Submitting as one’s own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
4. Submitting one’s own previously written or oral work without modification and instructor permission.

If a PTA faculty member suspects a student of academic misconduct, he/she will inform the student immediately of the alleged misconduct and provide the student the opportunity to respond. The faculty member will then assign a failing grade in the course and, if desired, recommend additional sanctions by the University of Cincinnati. A letter from the faculty member to the student in which the action taken is described will be sent to the student, the Dean of the college in which the misconduct occurred, and to the student’s home college department director. Further action by the Dean will be determined according to the University of Cincinnati’s Student Code of Conduct.

The use of social media has been a great asset to our study groups and the class as a whole. Faculty typically are not made as “friends” within these groups, and therefore we do not formally monitor these. Students should not share HIPAA privacy information on such sites and should not aid fellow classmates in sharing test answers or questions. As a part of our honor system, APTA core values, and UC policy, students should not commit acts such as of cheating or plagiarism.
Use of Electronic Devices

The use of electronic devices including, but not limited to, cell phones, pagers, PDAs, Ipad’s, MP3/4 players, and laptop computers during scheduled class or exam periods is controlled to different degrees at certain times. If a student has a need to use this type of equipment, the student must receive permission from the course instructor. It is NOT typically acceptable to place cell phones on vibrate or to participate in text messaging during class or exams. Electronic devices must be turned off and securely stored, unless the student has prior approval from the faculty member, in the case of a family health care issue.

Students may opt to utilize E-readers and E-textbooks in place of the physical hard copies of the required or recommended texts, as the primary instructor dictates.

Relevant and helpful PT related Web Sites

University of Cincinnati Homepage
www.uc.edu

Clermont College Web Homepage
www.ucclermont.edu

UC Student Code of Conduct
http://www.uc.edu/conduct/Code_of_Conduct.html

University Health Services
http://www.uc.edu/uhs/

Ohio PT Section and Licensure Board
http://otptat.ohio.gov/

Kentucky PT Practice Act
www.lrc.state.ky.us/KRS/327-00/CHAPTER.htm

Indiana PT Practice Act
http://www.in.gov/pla/pt.htm

American Physical Therapy Association
www.apta.org

Federation of State Boards of Physical Therapy
www.fsbpt.org
Program Policy for Disability Accommodations

Students with disabilities are eligible to receive a variety of support services. In order to receive academic accommodations, students must be registered with the Disability Services Office and have an accommodation form that lists in-class and test accommodations. In order to allow us to provide accommodations in a timely manner, we request that you present your accommodation form to course instructors during the first week of class. Questions may be directed to the Disability Services Office, located in the 105 Peters Jones. http://www.ucclermont.edu/students/dso.html.

**ADAAA:** Students with Disabilities: The policy of the University of Cincinnati Clermont College requires students to self-identify and provide proper documentation to Amy Simerly in the Disability Services Office, 732-5327 or clermondso@uc.edu, located in Student Services 220 (temporary summer location).

**Disclosure of Disability and Safety Management Approach**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (and its iterations) require that the University of Cincinnati Clermont College provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify and meet with the Disability Services Office. After this appointment, students are encouraged to meet with their professors to discuss their needs and any classroom or lab safety concerns related to their disability.

Initial advising may include a practical and honest explanation of program and career requirements called essential functions of the PT Assistant program. The onus is placed on the students to make their own decision, based upon consultation with family and primary health care practitioners. It is not the role of the PTA program faculty to provide medical diagnoses or otherwise label any student as disabled.

Student and faculty safety are a prime concern. A plan for finding a reasonable accommodation will be worked out in collaboration with the Disability Services Office and program faculty. See: http://www.ucclermont.edu/students/dso.html.

**In regards to disclosing a disability or area of concern or focus for a student to the clinical site,** the decision to disclose would be made on a case-by-case basis and with documented assent from the student. In the event that a student chooses to not disclose, the ACCE will honor that decision and keep the information confidential. The ACCE will however, discuss with the student the potential consequences if the student is not successful in the clinic. Every attempt will be made to encourage the student to disclose information to the clinical site to optimize the learning experience. For directed practice experiences, lab testing purposes or in cases of clinical simulations, extra time is not always be granted for performance components; e.g. timed lab tests, timed admissions interview video clips, emergency situations. Preparation time may be extended, however. (Per consultation and approval with/by the campus Office of Disability.)
For directed practice experiences, lab testing purposes or in cases of clinical simulations, extra time is not always be granted for performance components; e.g. timed lab tests, timed admissions interview video clips, emergency situations. Preparation time may be extended, however. (Per consultation and approval with/by the Disability Services Office.)

The UC East facility operates and provides a separate testing center and manages special accommodations for test taking, such as extended time and a non-distractive quiet environment, as directed by the Disability department.

*For lab testing purposes or in cases of clinical simulations, extra time is not always be granted for performance components; e.g. timed lab tests, timed admissions interview video clips. Preparation time may be extended, however. (Per consultation and approval with/by the campus Office of Disability.)*

*Another special safety note about prescription medicines:* muscle relaxers and pain relievers may be prescribed temporarily for musculoskeletal injuries -- students should not operate specialized or clinical modalities and balance or exercise equipment during the duration of the prescription. It is the responsibility of the student to notify his professors of this change and its possible repercussions.

**The Learning Center**

**FREE** tutoring is available at The Learning Center (CCMCDONH 100) for UC Clermont students. **TLC Regular Hours are:** **Mon - Thurs 7:30am - 6:00pm** and **Friday 7:30am - 4:00pm.** Walk-in for assistance or schedule an appointment with one of our certified tutors – Call: 513-732-5228 or Email: **clc-learningcenter@uc.edu.** Visit our website for more information and academic resources. [http://www.ucclermont.edu/students/tlc.html](http://www.ucclermont.edu/students/tlc.html)

**Internal Policy for On-campus educational experiences (New 8H from the New P&P Manual, pending General Counsel approval.)**

**PURPOSE:** To ensure the safety and health of students, faculty and patient/clients involved in the PTA Program.

**POLICY:** Faculty and staff will be oriented to safety procedures during orientation. Students will be trained annually in OSHA standards and Blood Borne Pathogens in the Spring Semester, during the PTA 1001 course through the UC online portal. A copy of the OSHA standards is kept in the PTA lab. A copy of all students’ and staffs’ certificates will be kept in the secured (clinical education) file, for later use on affiliations. The program orients students about latex allergies and reviews its supply purchases relating to exam gloves, thera-band, etc.

A certified biomedical equipment company and/or a qualified physical plant employee will check all electrical and mechanical machines on an annual basis. These may include limited therapeutic treatment devices and exercise equipment such as the treadmill and blood pressure cuffs, along with pneumatically driven equipment. The representative will repair, suggest replacement, and certify all applicable equipment as safe and reliable. He or she will calibrate equipment to
manufacturer’s specs, as applicable. Specialized equipment will be sent directly to the manufacturer in the case of any malfunction, as discovered by faculty or students. If an outside firm is employed, a current contract will be utilized and kept on file at the Program Coordinator’s office and UC Division of Allied Health office. The representative will supply a documented report of all equipment serviced, including status and operational ability.

This policy is also used to help protect students and faculty from aberrant behaviors while at campus facilities and is found in the current student handbook.

Internal Policy on Off-campus educational experiences (New 8H from the New CAPTE Driven P&P checklist, pending General Counsel approval)

PURPOSE: To ensure the safety and health of students, faculty and patient/clients involved in the PTA Program.

POLICY: Off campus educational experiences may take two forms:

- 1-Skills Enhancement and Development or
- 2-Observational Enhancement

Malpractice liability insurance is supplied for all students and faculty attending any authorized field trip or clinical assignment. The student malpractice/liability insurance is valid and effective when the student registers for a clinical course and has paid the premium during the published period, as confirmed by PTA program faculty or staff. Each student carries personal health insurance that would cover any health related events or illnesses for students and faculty. In addition to the standard liability insurance, students also are required to carry “needle stick insurance” in the case of accidental exposure to blood borne pathogens during patient care.

- Skills Enhancement and Development: a standard, modified clinical agreement will be issued and executed to protect the rights of all parties involved with the experience. An example may be accompanying a (PT) professor to practice hands on screening balance tests at a residential housing/assisted living facility or community screenings.
- Observational Enhancement: Students will attend a session designed to be passive observers without hands on exposures. A memorandum of agreement that outlines any special factors may be processed for such a purpose. An example is to attend a local prosthetic center to view the process and end product of the fabrication processes.
- Best practices of confidential information processing and transmittal
- Recommended adoption of the Ohio Physical Therapist Assistant Educators Consortia Student Supervisory Guide

Sexual harassment on and off campus:

Students are protected by the existing sexual harassment policies for the college. Students who have complaints may utilize the complaint process of our college. The affiliating clinical agency has their policies and procedures to deal with their employees if they are sexually harassed. We may exercise the option of removing any student and providing him or her with another clinical affiliation if they are dealing with sexual harassment in their clinical placement.
Regarding on-campus cases of alleged sexual harassment or personal safety will be handled differently than the usual chain of command sequence. These complaints may bypass the local professor of record, and may be brought directly to the Program Coordinator, and/or relevant Division Director or Dean; and in consultation with the legal counsel, human resources representative, the process of resolution will be initiated. This involves a full investigation of the complaints and the parties who are being accused of sexual harassment or other safety violations. The professor of record may be consulted if the complaint involves issues revolving around his or her class or personal involvement. The party who has complained of the damages will have a follow-up feedback session about the results of the investigation. Human resources may supply an extra educational session about selected topics, is available and necessary.

**Students may visit:** [http://www.uc.edu/inclusion/oeea/OEOASexualHarassment.html](http://www.uc.edu/inclusion/oeea/OEOASexualHarassment.html)

**Student Policies and Procedures Notice and Access (From the New Policy and Procedure Manual, pending General Counsel approval)**

Students are provided with the current policies, procedures, and relevant information about the institution and program. The policies, statements and services related to all The University of Cincinnati-Clermont College. Student policies are detailed in The University of Cincinnati Clermont College catalog located in paper or online formats. This catalog is published every two years and is given to all students are potential students upon request. PT Assistant students have opportunities for input into the university policies by participation in the Student Government Association.

Adding to this, the program provides the online Program FAQ’s and Retention, Graduation Rate Sheets with yearly updates regarding graduation rates, NPTE pass rates, acceptance/retention rates, career and employment opportunities/projections, accreditation status, and other academic policies such as essential functions and frequently asked questions about matriculation to and beyond the program. Finally, many of the specific policies and procedures regarding the day-to-day operations of the didactic and clinical education programs are detailed within the PTA Student Handbook and Clinical Site Handbook.

Student PTA academic records will be secured for a minimum of 6 years, utilizing the University’s policy for records retention. These may take the form of scanned files.

**Policy on Student Advising (New from the New Policy and Procedure Manual)**

**POLICY-Introduction:** It is the policy of the PTA program to not only have policies in place for promotion and retention of PTA majors and accepted technical students, but to also put into practice the procedures in a consistent manner. Consistency should be in terms of equitable treatment of all students, along with congruence with the university’s policies held at large.

**PURPOSE:** Each student will have an academic advisor who will act as a mentor to assist the student’s progression throughout every academic term for the duration of the PTA Program. The students will self-assess professional development and receive an assessment from their advisor as well every semester or semester. (See Appendix for Form)
Program Policy on Student Use of Labs-New revised and taken from the New Policy and Procedure Manual
Rev. 1/2017

The PTA labs are to be utilized to facilitate student learning. Only students in the PT Assistant program are permitted to utilize the labs outside of scheduled class times. As outlined in the laboratory rules, conduct in the labs, at all times, and must be professional, ethical, legal and safe. Laboratory activities must be limited to the equipment or techniques which students have been instructed in during class and only for the express, sole purpose of increasing competence. Use of equipment, machines or assistive devices is prohibited.

Students may utilize the lab outside of the regularly scheduled days and times when the following occur:

1. the lab has been opened with the knowledge and presence of a PTA program faculty AND
2. the student(s) utilizing the lab have signed in on the Lab Log Sheet located in the PTA lab OR
3. scheduled “open practice labs” are made available—which include the presence of PTA faculty

Labs are typically not to be opened by security on weekends and students should not request such access. If weekend access is desired by students and faculty, the course instructor should be asked to gain permission and notified of the student’s intentions on the previous last day of class for the week. A faculty member would have to be present during this lab as well.

Upon completion of the utilization of the lab, students and faculty must assure that the doors to the lab are closed and locked and lights are turned off and all equipment must be put away and surfaces disinfected. Students may group study in the lab with intermittent faculty supervision, provided no machines or procedures are performed.

Students in violation of this policy are subject to dismissal from the Program.
From the Science and Health Dept. Safety Manual, approved in 2014

1. Delineated procedures for cases of the delayed re-entering student after successful appeal or the student failing coursework.

   A. Student(s) may be required to register and audit the courses that the faculty deem necessary, taking any and all necessary exams, quizzes and course assignments that may relate to the setting or the previous (failing) level coursework. This may extend the time out of the program, since the courses are only offered once per year.

   B. Student(s) will utilize adult learning strategies to accomplish reviews. If substantial class or laboratory time is required, a student may be required to enroll in an independent study course.

   C. The student(s) will need to complete all remedial assignments and exams with a minimum of 75%. Faculty to confirm clinical and knowledge readiness, along with any
professional abilities, core value, CPI (Clinical Performance Instrument) or other assessments, may use the Scorebuilders testing process or exams from the courses.

D. The student, with Faculty direction and guidance, may provide input to an action plan detailing the specific remediation plan. The student must agree to the plan by signing the plan.

E. As part of the remediation plan, the student may be required to meet with (COMPASS) counseling professionals should the faculty and / or student recognize professional and / or personal issues constraining a student’s progress in the classroom or clinic.

2. Selected clinical site(s) require drug-screening panels prior to placements. The ACCE (Academic Coordinator of Clinical Education) will assist the student in identifying and specifying the required drug panel, testing locations, and fees.

A. The student is responsible for the cost of any special drug panel required by the clinical site.

B. If testing results preclude a student’s participation in a clinical, the student will meet with the PTA faculty and determine an action plan, as required by consultation with medical personnel.

C. If the student is found to be using illicit drugs or is on prescription medicine that impairs his or her ability to be safe during transit, or at clinic or on campus, the student will be suspended until further review and testing is accomplished.

3. Students not returning to class and lab after being absent for a period of 3 or more days will receive one warning reminder to return by the faculty; he or she will be automatically suspended from the program if he or she does not return or contact the Program Area Coordinator, unless an emergency medical or mental health situation arise.

APTA Standards of Ethical Conduct for the Physical Therapist Assistant

Standards of Ethical Conduct for the Physical Therapist Assistant
Reference:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf#search=%22standards of ethical conduct PTA%22

Preamble
HOD S06-09-20-18 [Amended HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08]
[Standard]
Preamble

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The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

**Standard #1:** Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.
1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

**Standard #2:** Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.
2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Standard #3:** Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.
3A. Physical therapist assistants shall make objective decisions in the patient/client’s best interest in all practice settings.
3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.
3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

**Standard #4:** Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.
4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

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

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

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

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

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

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

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

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

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

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

**Standard #6:** Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

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

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

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

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

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

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

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

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

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

**Standard #8:** Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.
8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.
8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy

For more current information about the Code of Ethics for the PT, see:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

Best Practices For Patient Personal Health Information/HIPAA

Best Practices of Online Case Discussions: PTA Program at UC Clermont College

- Given that faculty should allow solid case discussions during courses during their stay in the program, and given that our secure Blackboard Learning System is available for the benefit of the student’s learning experience, the following practices and precautions will be used to protect HIPAA related information sharing:
  A. Students or faculty need to sign off or log off of any computer screen at campus, at home or in the clinic, if he or she is finished or is called away from the screen while viewing case discussion forums or patient/client histories in online medical charts.
  B. When students conduct a case report or journaling, the information that is being shared with the professor or class needs to be cleared by the facility’s clinical personnel or HR risk manager prior to use.
  C. Only persons with the need to know the patient/client information should be allowed to read or know it.
  - When using Blackboard Learning System, the faculty need to recycle or remove the discussion board forum completely from any course in which the discussion has occurred once the course is finished.
  - If any questions should arise, the faculty and program leader in concert with the Director of Allied Health will need to be advised.

Emergency and Lab Procedures:

Hazardous Materials and Potential Health Risks

Students are advised that formaldehyde and other chemical substances are used in the preparation and preservation of anatomical specimens. It is the student’s responsibility to discuss any concerns they might have about these substances and potential risks of contact with these substances with their own physician. The material safety data sheets (MSDS) on these substances are located in the Gross Anatomy and PTA lab. Centers for Disease Control (CDC)
(See website: http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html)
HEALTH/SAFETY/ACADEMIC/PERSONAL COUNSELING
Students are required to have a physical examination by a physician before entering the program. The written results will be kept in the student’s file. The student will carry a copy for review at each clinical experience within his or her notebook. A full exam with evidence of no contagious diseases is due no later than the first day of Summer term for new, Technical Core students.

Facilities on campus to provide student health services along with our usual personal counseling and referral from the Counseling Services Office in the Educational Services Building. Students must seek health services from the health care provider of his or her choice. Faculty does not serve as health care providers for students or their families.

The new ambulatory care clinic mentioned above has been established and is operational, offering open 24 hours, located in the nearby Batavia Mercy Hospital ER. This will be open for any student needing basic medical care, at a nominal cost. Students must supply their identification for treatment at a local medical facility or referred to the University Health Services downtown Cincinnati. Please see the following web links for more information about health and academic advising: http://med.uc.edu/uhs and http://www.ucclermont.edu/students/compass.html and finally, http://www.ucclermont.edu/students/advising.html

Liability and Health Insurance
Each student will be insured under a college umbrella liability policy that is a self-insurance program, for possible acts of negligence or other actions that occur during their clinical experiences. The student must be enrolled in the clinical course for the insurance to be activated. If the student works in health related job in their free time or attempts to go to clinical not held during an assigned college semester, the policy does not cover these activities. A copy of the liability and personal health insurance coverage evidences will be sent along with students within their clinical notebook during each clinical experience. Students are required to carry personal health or medical insurance during entire duration of the program. Policies are available through the American Physical Therapy Association if a student member, the UC health Center, or private insurance groups and must be compliant with the current federal HealthCare Reform standards.

Emergency Management:
In case of medical emergency, students or faculty may call 6-1111, pick up a red hallway emergency phone, or call 9-911. (See the Appendix for the Incident Report Form)

Students are expected to follow all posted safety precautions and faculty instructions when participating in classroom, clinical, and laboratory learning experiences. “Horseplay” in the PTA classrooms and laboratory will not be tolerated. The PTA lab and all labs contain a posted quick reference chart that gives detailed instructions about what to do and who to call in each type of emergency. Fire extinguishers are located near the PTA lab in the hallway.

If the student has a prolonged illness or medical condition that must be monitored, they must have a written medical release from their physician to return to the program.

For personal injury or serious health problems, students and faculty are to call Security dispatch at campus phone Ext. 6-1111 or 9-911 for outside EMS assistance. For fire, sound alarm and leave
building after consulting the emergency management flip chart in the lab. For weather
emergencies, proceed to the interior hallways, restrooms, or labs on the first floor of the UC East
Building. Students are advised to check course announcements, UC text messages, local radio, and
television stations for updates on school delays and closings during the winter when inclement
weather may surface.

A phone-calling tree may be utilized with cohort classes to alert all during early morning hours if
staff accident, illness, or dangerous conditions exist. Specifically, students may check Blackboard
online clinical course announcements for updates and links regarding the management of
inclement weather or emergencies conditions. An internal TV/Computer terminal monitor and text
based UC Alert system may also aide faculty, staff, and students in becoming aware of disaster
management or university closings. This consists of an automatic dial up to the student's and
faculties emergency phone number listings. Tornado shelter signs are posted in each building. Safe
tornado shelters are located in a graphic mounted on each floor in the building. Drills are held at
least a few times per year, so when an alarm is sounded, all students must exit the building and
travel 100 feet away for safety.

If a student has a new or known allergy to LATEX products, they need to notify the professors. These
students are relatively safe within the PTA lab, but other health science labs may contain such
materials, having supplied notice by signage at the lab entrance. Occasionally an outside vendor
may lend a piece of therapeutic equipment and if it contains Latex, all students will be notified and
appropriate measures to protect students will be taken at that time. Asthma is another possible
pathology-please let your faculty know if you have it and how well controlled it is, as well as what
triggers and medicines that you carry. The bulbs of the blood pressure or Baseline tools may contain
small amounts of latex.

Learning Strategies

Student responsibilities and adult learner information

- Students are expected to take responsibility for their own learning and resource access.
  For example, students need to be prepared for lecture and lab course sessions.
- Students need to ask questions of fact way to gain assistance in solidifying and clarifying
  any information or skills taught to them, as needed.
- Students need to participate in growth opportunities that fall into the extracurricular
category, such as health fairs, APTA sponsored activities at the state or national level, and
be good ambassadors the program and University.
- Students need to plan ahead to handle the extra time, load, financial, or other costs of
attending college.
- Students need to obtain and maintain current CPR training at their own cost, via either
community college or community classes.
- Students must carry evidence of continual medical insurance for the duration of the
program.
- Students need to learn and obtain minimal computer and e-mail skills, practicing ethical
etiquette on public and private forums.
• Students must apply for courses in graduation -- advisers do not perform these functions for their student advisees. Special pre-authorizations may be necessary for certain substituted courses.
• New Note taking strategies and assistance from the Academic Coach may be supplied.

Characteristics of adult learners by Malcolm Knowles
• self-directed: they set up their own goals for learning and pursue steps to accomplish them
• problem-centered: uses practical based learning to solve problems
• seeks relevant resources and concepts: seeks to link new learning to existing knowledge
• recognizes that more than one answer or method may work in a given situation, dealing with ambiguity and an appropriate professional manner
• shows evidence of a “readiness to learn” and seeks opportunities to expand knowledge or skills
• applies life experiences to the new learning environment

Positive contributions by students to lab operations
• Students may be assigned lab duty during which time a pair of students may be assigned for the purpose of keeping the lab tidy.
• Conservation of supplies and linens by using only what is necessary and sufficient during lab expresses is another positive contribution.
• Observing safety procedures is posted in the lab such as regards latex allergies, not tampering or experimenting with equipment for purposes not intended for the use, etc.
• Protecting the equipment owned by the University and signing it out according to faculty instructions
• Storing all equipment and supplies of the day of use and reporting any damage equipment immediately to the professor to read tag this.
• Limiting food stuffs and drinks to water and mints will help keep the lab clean and follows the latest *Science and Allied Health Safety Manual, as attached in the Forms Appendix*. At times the dept. may sponsor a potluck or special event, in which case the faculty allow food to be temporarily contributed or catered.

Graduation requirements

In order to graduate with the associate of applied sciences in physical therapist assistant studies, students must contact the Office of Student Enrollment Services to obtain the formal application by the published deadline (usually in January of each year for Spring graduation). Each student must successfully complete all professional courses solicited in the physical therapist assistant curriculum with a lease to see grade. Some general education requirements may be met via CLEP testing, transfer credit or core substitution. Students who complete the requirements must also be recommended by the PTA faculty advisor for graduation. The Office of Student Enrollment Services in conjunction with the bursar may withhold graduation of the student if has outstanding financial obligations to the University, or has not returned any University property that has been borrowed. It is the student’s responsibility to apply for graduation by the published deadline and to complete any exit activities prior to graduation. Delays or neglect in this area may translate into delays of...
transcript /certificates of education and subsequent licensure application processing. Faculty advisors will send one reminder in early Spring.

- Students must apply for courses in graduation -- advisers do not perform these functions for their student advisees. Special pre-authorizations may be necessary for certain substituted courses. The current fee is $50, due at time of application, performed online by the student.

**Stakeholders and the Students Roll in the Curriculum Assessment Plan**

Students may be called upon to help ensure relevant program goals and objectives are met on an ongoing basis. This takes the form of ongoing assessments of the curriculum, faculty, and physical lab, as required by our accrediting body. Formal assessment and revisions of the curriculum may occur annually with input from academic administrators, faculty, clinical faculty, students, and graduates. Information sources will likely include surveys, student performance on assignments, practical exams, written exams, and clinical education experiences; direct student and faculty input; and clinical feedback. Any program in curriculum deficiencies will be addressed in changes will be accomplished through a continuous quality improvement process involving the academic and clinical faculty.

Evaluation of the program graduates will be done using information gathered from a variety of sources. These may include the variety of sites provided for learning within the human lifespan, adequate quality of supervision by clinical instructors and academic coordinators, the variety of sites for student learning covering breadth and depth of physical therapy care, the quality of communication in safety supervision of students by clinical staff and academic coordinators, the placement procedures that promote adequate equity and choice, methods of student assessment by the clinical instructor or ACCE, and structure and timing of the clinical education program.

The PTA Program has had a long history of an active advisory committee since it was at UC Main campus, over a 28-year period. They do not have formal by-laws, but operate within the College’s general operational guidelines. Their main charge of providing broad-based input to the program. The committee consists of faculty, administrators, UC PTA graduates, and PT/A community representatives. Meetings are held biannually to allow for discussions and decisions relative to programmatic curriculum modifications/ revisions, student academic and clinical performance, graduate examination results, employer feedback on graduate entry-level performance, and hiring trends. The agenda is action and results oriented and is facilitated or lead by the Program Coordinator.

Decisions made by the advisory committee requiring administrative action are presented to the Department Chair, Associated Dean of Academic Affairs, the Curriculum Committee as needed, and the Dean, (or other board or committee as deemed appropriate). Minutes of these meetings are maintained in the Program Office and distributed to the advisory committee membership and administration.

*Should any student(s) desire to attend a weekly or monthly PTA faculty meeting to discuss a pertinent and emerging issue, he or she may seek advanced approval from the Program*
Coordinator. This also would be an opportunity for PTA Advisory Board meetings, as approved in the same way.

A suggestion box is also available in the PTA lab for anonymous input. The program will hold a “town meeting” if any issue escalates to a serious level, presided over by faculty and the Dept. Chair.
CLINICAL EDUCATION POLICIES AND GUIDELINES
**Clinical Education Overview**

Clinical education is an essential part of the Physical Therapist Assistant Program. The Clinical Instructors and health care facilities participating in the clinical program are carefully screened and must share the PTA Program’s commitment to excellence in patient care.

The student's first exposure to a physical therapy setting occurs during their mandatory volunteer/work experience prior to their acceptance to the Technical Core Year.

During the Technical Core Year, the PTA students participate in three full time clinical education experiences. These are labeled Clinical Education I, II, and III. The **Clinical Education I** experience occurs at the end of the summer term. Though the students are progressing in knowledge, professionalism and communication are emphasized in this two-week clinical.

**Clinical Education II** is 6 weeks in duration and occurs at the end of Fall Semester. The majority of the students’ academic preparation occurs prior to the final seven-week clinical experience in spring term, **Clinical Education III**.

The students participate in these three clinical education experiences **under the supervision of specially selected physical therapists or physical therapists assistants**. Thus, by the time the students have complete the PTA Program, they have each completed a total of approximately 568 hours (with a minimum of 520 hours per CAPTE Guidelines) of clinical education and observation.

Clinical education assignments are not necessarily located close to the students' home or to the University of Cincinnati Clermont College campus. The **student must bear the responsibility for all costs and transportation related to the attendance at the assigned facility**. The student, in fact, should realize that the clinical site he/she may be assigned to may not be within the same city or state as the College. Moreover, the student participating in a clinical is a part of the University and expected to meet all of the usual financial obligations and academic requirements of a full-time student. In addition, hours may vary from one site to another. While the student is expected to be at a clinical assignment 40 hours per week (minimum 36 hours per week), the clinic hours may vary based upon the clinical instructor’s work schedule or hours of operation (i.e., school setting). The student must be flexible and adhere to the schedule assigned by the clinical site.

**The student will be insured under a college umbrella malpractice/liability policy** for possible acts of negligence or other incidents that occur in their clinical experiences if registered for a clinical course. If the student works in a health-related job in their free time or attempts to go to a clinical not held during an assigned college semester, the policy **does not** cover these activities. A copy of the Insurance Verification will be sent along with student in their clinical education notebook during each clinical education experience. **See Forms.** Students are required to carry health or major medical insurance during the entire program.

**The students will have completed a health provider level CPR course, have all relevant immunizations and medical tests up to date, and will be medically cleared before participating in clinic.** Criminal **background checks** are also performed during formal induction to the program. Drug screening requirements are handled on an individual basis, between the student and the site, with notice to the ACCE. **See Forms.**
Students will become APTA members starting at the beginning of the core year. APTA Member resources will then be accessible to them.

**OBJECTIVES OF CLINICAL EDUCATION**

1. Establish objectives with the student for each affiliation and establish priorities for these objectives.
2. Orient the student to the facility by day five.
3. Acquaint the student with special programs, treatment techniques, or equipment used in the department.
4. Provide an opportunity for the student to practice and reinforce physical therapy learned in the classroom.
5. Help the student identify areas which need added learning or practice.
6. Acquaint the student with the role of the PTA in a clinical setting.
7. For the first time clinical experience, provide the student with an opportunity to practice the specific skills and competencies completed in coursework, to date.
8. For remaining clinical rotations, the student will be given an opportunity to fully perform the functions of a PTA while still being directly supervised to discover areas needing reinforcement or additional learning.
9. Provide the student an opportunity to participate in departmental activities, including in-service(s), case interviews, etc.
10. Assign the student specific cases requiring implementation of a PT plan of care, documenting patient progress, and assessing patient response, all under the care and supervision of the PT and/or licensed PTA.
CLINICAL AFFILIATIONS: STUDENT INFORMATION

1. Students will be given a list of facilities participating in the PTA Program. Students can access CSIF Web or look them up via the internet for information on the facility.

2. Students may request sites through completion of a facility preference sheet, however site preference is not guaranteed as a site selection; the ACCE has the final decision.

3. Students will adhere to the University of Cincinnati PTA Program Dress and Behavior Code for all affiliations unless the Code differs from that of the facility with which one is affiliating. The facility’s regulations take precedence.

4. Unexcused absences will not be permitted. At the facility’s discretion, a student may be required to compensate for lost hours due to an absence. Inability to meet attendance requirements will result in failure of the clinical and course. A remedial clinical due to a student’s failure cannot be guaranteed.

5. Punctuality is required without exception. The student is to be at the facility at least 10 minutes before he/she is expected and is not to leave until excused by the Clinical Instructor. Chronic tardiness, as decided by the Clinical Instructor (CI), could result in the student’s clinical being canceled. Student may be required to work on weekends, national holidays or religious holidays to compensate for time lost due to absence or tardiness. (see Absence Policy)

6. The student is expected to learn, respect, and observe all the rules and regulations of the facility in which he/she is working.

7. The student is expected to respect the confidentiality of the staff and patients with whom he/she has worked, both during an affiliation and after it has been completed.

8. The facility also has specific obligations to its students -- to provide a safe, wholesome, supportive atmosphere conducive to learning with growth; to provide a clinical supervisor to whom the student will have a close, working relationship. If the facility does not appear to be meeting its obligations, the student is to immediately inform the ACCE.

9. Students are expected to give their fullest possible attention and energy to these practical learning experiences; outside employment or other degrees/certificates should not be attempted at this critical time of development.
The PTA Program at the University of Cincinnati Clermont College has a procedure for establishment of clinical placement sites for students. The procedure is as follows:

1. If a representative of a clinical site expresses an interest in establishing a clinical practice experience with the University of Cincinnati Clermont College’s Physical Therapist Assistant Program, that person’s name is given to the Academic Coordinator of Clinical Education (ACCE). The ACCE contacts the site to discuss the specifics of the Program with the interested party. **The student is not permitted to negotiate or pre-arrange clinical affiliations or slots.**

2. If, at that time, both parties remain interested in establishing a clinical practice experience, the director and/or Center Coordinator of Clinical Education (CCCE) is sent a packet of information. This packet includes a Clinical Site Information Form (CSIF), a copy of the Clinical Instructor’s Handbook, two blank contracts, a Clinical Instructor’s Rights and Privileges statement and a reference copy of the Clinical Performance Instrument (CPI).

3. The Clinical site and University should negotiate and sign the contract. Upon signature by the University’s Legal Services department or department representative, the contract is considered complete. A signed copy of the contract is forwarded to the CCCE. **No student can be placed in a clinical site without a fully executed (signed) contract.**

4. The ACCE then arranges to perform a Clinical Site visit at a time that is convenient for the facility representative. The ACCE tours the physical therapy department and meets with the facility’s director and/or the CCCE. If the potential clinical site is distant from the University, a phone interview will be held between the CCCE of the facility and the ACCE. This will be in lieu of an on-site visit by the ACCE.

5. During the site visit (or telephone interview), the ACCE insures that the facility’s policies and philosophy regarding clinical education are complimentary to the Program’s philosophy for the clinical practice experience. If the clinical site is not familiar with the use of the Clinical Performance Instrument or upon request of the CCCE, the ACCE will arrange to provide an in-service for the clinical faculty as a whole or individually on the use of the CPI (Clinical Performance Instrument) for assessing student performance.
Assignment to Clinical Affiliations

1. Requests for clinical affiliations slots will be made by the ACCE on March 1 of each year. Requests should be returned by April 30 of that year.

2. A master list of available facilities will be compiled and given to the students two months during the summer semester at least 2 weeks prior to their Clinical Sites Meeting with the ACCE.

3. Students will meet with the ACCE and submit their choices for assignments and placement types (acute, outpatient, chronic, and specialty). Every effort will be made to meet these preferences. However, the ACCE’s first priority in assigning students is to round out their academic training. Each student will be assigned at least one clinical practice experience in each, an inpatient, and an outpatient setting.

4. Students cannot perform affiliations at a facility or within a health care system where:
   - They previously volunteered, observed, or worked more than 8 hours
   - They have a relative working (in the Physical Therapy Department or Rehabilitation Area).
   - They or a relative have ownership
   - They will be supervised by a person or persons with whom they have previously volunteered, observed, or worked more than 8 hours

5. Upon assignment of students to the clinical practice experience, the facilities will be sent the name(s) of the student(s) assigned to them. The facility will be verbally advised of the student assignment 60 to 90 days prior to the onset date. A written confirmation will be sent to the facility 30 days in advance of the clinical onset date. Sites will be asked to confirm placement of the student.

6. It is the student’s responsibility to contact the facility to find out about clinic hours, location, directions, parking, dress code, etc. It is also solely the student’s responsibility to arrange for transportation, room and/or board for each clinical assignment. The University, faculty and Clinical Sites have no responsibility for providing transportation, room and/or board for clinical assignments.

7. The ACCE or Program Faculty intends to visit the student at least twice during the three clinical assignments. The facility will be contacted to establish a time that is convenient for the CI’s and student’s patient care schedule.
STUDENT CONFLICT RESOLUTION PROCEDURES IN THE CLINICAL SETTING

Should a conflict arise during the student’s performance in the clinical setting, the following steps for resolution should be followed:

1. The student and the Clinical Instructor should try to resolve the conflict.
2. If the conflict is due to a difference in communication styles, the Clinical Instructor should approach the site’s Clinical Coordinator for Clinical Education (CCCE) for intervention.
3. The CCCE should serve as an objective third party in his/her observation of the student/CI relationship and make recommendations for possible positive solutions to the situation.
4. If the conflict is judged by the Clinical Instructor and/or the CCCE to be a more serious matter, the CI and/or CCCE should contact the PTA Program immediately and apprise the ACCE of the situation. The ACCE will then take action based on the information provided.

When a problem situation arises, whether it is due to conflict in communication or decreased performance expectations, the most likely sequence of events will be as follows:

1. The ACCE will talk to the student and the CI separately to get each individual’s account of the problem.
2. The ACCE may schedule a time to come to the clinic to discuss the situation further with all parties involved.
3. The ACCE will meet or speak individually with the student, the CI and/or the CCCE, if indicated, and make recommendations for possible resolutions.
4. If indicated, the ACCE will then meet with all parties involved in a joint meeting to help define concrete actions that will be taken.
5. A written plan of action will be generated and specific timelines for completion will be agreed to by all parties involved, based upon the CPI (student, CI, CCCE, ACCE).
6. The ACCE will remain involved for as long a period as necessary and will go to the site as many times as necessary to ensure successful resolution of the situation.
7. If the conflict cannot be resolved, or if the student has violated the law, or the profession’s Code of Ethics, the student will be removed from the clinic immediately; the student’s ability to continue in the PTA Program will be the decision of the PTA faculty. In all cases, students considered unsafe in their clinical practice by the CI, CCCE, and/or ACCE will be removed from the clinic.
8. If the conflict is judged by the ACCE to be a personality or communication difficulty and if intervention has not been successful, the student may also be removed from the clinical setting.
9. If available, the student will be reassigned to a different setting.
10. Students who have been removed from the clinic for knowledge, or skill deficits, will be required to formulate and carry out a remediation plan in collaboration with the ACCE. The plan may call for the student to participate in a variety of activities such as reading the literature, working with the program faculty on case studies, practicing techniques, etc.
EVALUATION OF STUDENT PERFORMANCE

The University of Cincinnati Clermont College Physical Therapist Assistant Program uses the Web based **Clinical Performance Instrument** (CPI) developed by the American Physical Therapy Association to evaluate student performance during the second (Directed Practice II) and third (Directed Practice III) clinical. Due to the brief duration of the first clinical (Directed Practice 1) a modification of the Web based CPI is used. It is a criterion-based instrument designed to evaluate student performance in relation to entry-level competence (see Physical Therapy Competencies). Every performance criterion in the instrument is important to the overall assessment of clinical competence, and most criteria are observable in every clinical experience. It is recommended that all criteria be rated whenever possible.

The APTA requires specific PTA CPI training that may be obtained through the APTA website, [http://www.apta.org/PTACPI/](http://www.apta.org/PTACPI/). Please note, regardless of PT CPI training, **the CI must obtain PTA CPI training**. APTA membership is not required to access the training. PTA students complete the training prior to the clinical. The College is willing to offer training days if the site so chooses. If it is not feasible for a clinical site to utilize the PTA CPI Web Program, the site is asked to inform the ACCE; a paper version will be provided to the student and CI.

At the midterm and final clinical week of the second and third clinical rotations, the CI and the PTA student will complete the CPI. This allows a formal reflection of the student’s clinical performance to date. The Clinical Instructor and student meet to review and discuss the CPI together; and develop a strategy for improvement. Once the student and CI have submitted the electronic CPI, the ACCE is able to review its content. The ACCE or Program Faculty will telephone or visit each student and CI at the midterm to discuss student progress and assist the CI in the supervision and evaluation of student performance. If the CI has concerns about student performance and/ or progress, the CI should contact the ACCE to discuss the situation. A formal intervention may be indicated.

*Each student is required to meet with the ACCE after the completion of the clinical experiences in a clinical debrief meeting.*
STUDENT EVALUATION OF THE CLINICAL EXPERIENCE

During their clinical experiences, our students will develop many of the skills and attitudes that will influence their clinical practice. It is essential that participating facilities meet the standards set by the University of Cincinnati Clermont College and the APTA. At the end of each affiliation, the affiliating student will complete the Student Evaluation of the Clinical Site and Clinical Instructor. The results of the evaluation are to be shared with the Clinical Instructor after the CI has completed his/her assessment of the student using the CPI. The evaluation is signed and dated by both the student and CI. After the clinical experience is completed, the student is required to submit the PT Assistant Student Evaluation: Clinical Experience and Clinical Instruction.

The evaluation has several components: 1) evaluation of the clinical instructor, 2) evaluation of the clinical education program, 3) narrative questions regarding the affiliation, 4) narrative questions regarding curriculum and academic preparation.

Results of the evaluation are tabulated and a summary of the results are reported to the faculty, curriculum committee, and Center Coordinators.
**ABSENCE, TARDINESS, OR EARLY DEPARTURE POLICY**

It is the belief of the University of Cincinnati Clermont College Physical Therapist Assistant Program that appropriate clinical attendance is a critical aspect of professional behavior. A physical therapist assistant must be present for patient care, meetings, conferences, and consultations in order to fulfill their professional responsibilities. Lateness, absences, and student initiated schedule changes are only acceptable in the event of an emergency, severe weather, and with notification to the CCCE and / or CI; and ACCE. The Program informs students that violations of the attendance policies may result in:

- removal of the student from the clinic,
- additional scheduled time in the clinic,
- delayed return and/ or progression to the clinic,
- lack of opportunity to compensate for absence / delay,
- placement in an additional clinical experience,
- failure in the clinical experience, and/or
- termination of participation in the PTA Program.

The PTA Program emphasizes the need for Clinical Instructors to report any violations of these attendance policies on the clinical performance evaluation, and attendance sheet. The Program requires that acceptable and appropriate attendance be exhibited prior to completion of the Program.

The student must notify the ACCE/ Program faculty of absence the day of the absence via email or phone call.

**Unexcused absences include absences, unscheduled delays, or early dismissal** when:

- they are for non-emergent reasons
- there is early departure prior to the event
- they are not approved by the site and/or the ACCE
- the ACCE and site are not informed of the absence
- the ACCE and site are not informed of the absence or delay within 24 hours

**Grading:** Attendance points for the course will be indicated on the syllabus. Points will be awarded based upon how many hours you are in clinic compared to how many hours you should be in clinic. For example, during a 6 week clinical you should be in the clinic for a total of 240 hours. If you are in clinic for 220 of the 240 hours, you will receive 92% of the available attendance points.

For each unexcused absence, the student’s grade will be affected; 50% will be deducted from the student’s score in this category for each unexcused absence/ delay / early dismissal. If the student has 1 or more unexcused absences; or, 2 or more excused absences, a meeting between the CI/ CCCE, student, and ACCE / Program Faculty will occur. The student’s ability to remain at the clinical site will be discussed and a plan of action will occur.

**Written authorization:** Students who are out of the clinic due to illness or accident for greater than one day, will be required to provide a physician’s note stating they are medically fit to return to the clinical experience; or supply written evidence of the accident. The authorization must be submitted to the ACCE and / or PTA Program office and the student’s clinical site upon his/her return to the clinic. Failure to adhere to this policy will be considered a violation of the policy.
**Inclement Weather Summary**

"The student is reminded of the Weather policy as it pertains to clinical rotations (UC PTA student/clinical handbook). In summary, the student participating in a clinical rotation must consider all aspects of safety both on site and during transport to and from the clinical site. The student must directly communicate with the CI and / or CCCE, and the ACCE/ Class Instructor, to inform of the delay, absences, or changes in the scheduled clinical day. Pending the circumstances, the student may be released from clinic duty for that day though will be required to make up lost clinic hours."

**Emergency Closure and Weather Policy**

**3361: 10-55-01 Emergency closures: announcement.**

The University of Cincinnati is always officially open. During periods of severe inclement weather, public emergency, or other crisis, the president or a designated cabinet officer of the University of Cincinnati may issue an announcement of campus status as appropriate to the situation on the university electronic mail system and through local mass media outlets. In general, such a campus status announcement will inform the general public, as well as university of Cincinnati students and employees, that the university of Cincinnati campus, or a specific designated portion of the campus, is closed for a specific time period.

(A) Such announcements may specify that university of Cincinnati classes, with the exception of the college of medicine, are canceled until or after a specific time, or for an entire day.

(B) Such announcements may specify that all events and programs, including both university events and non-university events held in university facilities, are canceled.

(C) Such announcements may specify that certain university offices and facilities are closed, except for essential offices that never close under any circumstances, which are identified in rule 3361:30-16-01 of the Administrative Code.

Effective date: June 30, 2005
Certification: Donna Christos signature
Donna Christos
Date: June 14, 2005

Promulgated under: R.C. Section111.15
Statutory Authority: R.C. 3361
Rule amplifies: R.C. 3361.03

**Weather Policy during Clinical Rotations**

The UC CLERMONT COLLEGE PTA student participating in a clinical rotation must consider all aspects of safety both on site and during transport to and from the clinical site.

- In the event of delayed University openings: The UC CLERMONT COLLEGE PTA STUDENT is advised to call the CI and / or CCCE, and the ACCE, to inform of the delay; and / or, if they will not arrive to clinic at the shift start.
- If the University closes after clinic shift start, the UC CLERMONT COLLEGE PTA student must inform the CI and / or CCCE. After discussion with the CI and / or CCCE, the UC CLERMONT COLLEGE PTA STUDENT may remain on site unless otherwise directed by the CI and / or CCCE.
• If the University closes PRIOR to shift start, the UC CLERMONT COLLEGE PTA student must contact and speak with the CI / CCCE to discuss attendance. The student may be released from clinic duty for that day though will be required to make up lost clinic hours.

• If the UC CLERMONT COLLEGE PTA student is unable to be on clinical site due to local laws or regulations regarding snow emergencies, the student must call in the absence to the CI and / or CCCE and ACCE; the student will be will be required to make up lost clinic hours.

The UC CLERMONT COLLEGE PTA student is to call and speak with the CI and / or CCCE, and ACCE if the student will be delayed, absent, or need to leave early; the student is required to make up any missed clinical hours.

**Clinical Experience Dress Code**

All students must adhere to a uniform dress code when attending clinical affiliations. Unacceptable dress or appearance could lead to course failure and delay of graduation or dismissal from the Program. Students are required to contact the facility where they will be performing their clinical experience to inquire about the dress code.

**Clinical Dress:** Unless otherwise advised by the clinical site, students are required to adhere to the PTA Dress Code as described in the PTA Student Handbook. In general, if a facility requests that the students wear the PTA Program uniform, it is as follows:

- Men will wear khaki, navy or dark pants and a solid color button-down / polo shirt tucked in the pants
- Women will wear khaki, navy or dark pants with a choice of regular or elastic waist and a solid color Oxford blouse or polo shirt tucked in the pants.
- Shoes must be flat, closed toed and heel, and made of leather; clean gym shoes may substitute for the leather shoes
- The UC student id must be worn at all times and should appear as follows:
  
  **Student Name**  
  **Physical Therapist Assistant Program**  
  **University of Cincinnati Clermont College**

- Neat professional hairstyle; no unconventional hair colors
- Hair should not distract or interfere with patient treatment. Hair that reaches the collar should be tied back.
- No jewelry other than watches and/or wedding bands; Earrings or other jewelry that makes noise when you walk Jewelry may be worn but it is not to distract from treatment or prevent a safety hazard.
- Piercings are acceptable in the earlobes only; all other piercings must be removed or covered. Ear gages are discouraged as they may distract patient from treatment.
- It is recommended that students not wear colognes or perfumes due to the impact that different smells may have on patients who are sick.
- Uniforms/ clinical dress must always be neat (unwrinkled) and clean.
• Tattoos must be covered
• Fingernails must be short; acrylic nails are NOT acceptable.

Students must NEVER wear any of the following while performing clinical affiliations: midriff tops, tops which bear the midriff when the arms are raised, tops in which cleavage can be seen (standing or leaning over to treat a patient), see-through tops (even with another top underneath), pants whose hems drag the floor, ill-fitting pants, pants in which skin may be seen when the student squats or bends over, low-riding pants, tank tops, sleeveless tops, shirts with logos or sayings (exception: UC or UC Clermont logo shirts; or, the clinical site logo shirt), open toed or heeled shoes, or sandals.

**Forms**
Physical Therapist Assistant Program  
University of Cincinnati, Clermont College at UC East

**Required Documentation of Medical History and Immunizations**

**Please note:** Any student who fails to submit requested documentation by designated deadlines will be subject to loss in clinical experiences via experiences off campus or in clinical rotations. It will also translate to a loss in assignment points for PTA 2004, PTA 2007, and PTA 2008 courses.

<table>
<thead>
<tr>
<th>Required</th>
<th>Tell Me More About This</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical History</td>
<td>Fill out the UC Clermont College Physical Therapist Assistant Medical History Questionnaire</td>
<td>Must be UC Clermont’s form. Other facility/clinic forms WILL NOT be accepted. Students will not be allowed to go to clinic without this form completed.</td>
</tr>
<tr>
<td>Immunization documentation</td>
<td>Have physician complete page and submit with your Medical History</td>
<td>Students WILL NOT be allowed to go to clinic if immunizations or boosters are not up to date.</td>
</tr>
<tr>
<td>DPT/TDap</td>
<td>5 childhood doses and booster every 10 years or 1 adult dose</td>
<td>Students WILL NOT be allowed to go to clinic if immunizations or boosters are not up to date.</td>
</tr>
<tr>
<td>Polio</td>
<td>3 childhood doses and booster. A booster date is required.</td>
<td>Students WILL NOT be allowed to go to clinic if immunizations or boosters are not up to date.</td>
</tr>
<tr>
<td>MMR</td>
<td>We require documentation of serologic immunity or 2 documented MMR vaccines (once since 1980). If your MMR titer is negative or you do not</td>
<td>Students WILL NOT be allowed to go to clinic if immunizations or boosters are not up to date.</td>
</tr>
<tr>
<td>Requirement</td>
<td>Details</td>
<td>Consequence</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MMR</td>
<td>We require documentation of serologic immunity of 2 documented MMR (Measles, Mumps, Rubella) vaccines (one since 1980)</td>
<td>Students <strong>WILL NOT</strong> be allowed to go to clinic if immunizations or boosters are not up to date.</td>
</tr>
<tr>
<td>Baseline and annual TB testing required</td>
<td>Students are required to have a “2-step” baseline testing 7-21 days apart or the T-spot QuantiFERON blood test for TB</td>
<td><strong>You will not be permitted to participate in any clinic experience if you are not in compliance with this requirement.</strong></td>
</tr>
<tr>
<td>For students with past history of +PPD documentation</td>
<td>If PPD skin test is positive: DOCUMENTATION IS REQUIRED. A chest x-ray report within 12 months is required for PPD positive person or a negative Interferon Gamma Release Assay (IGRA). X-rays are available at University Health</td>
<td><strong>You will not be permitted to participate in any clinic experience if</strong></td>
</tr>
<tr>
<td>Services. Annual PPD testing thereafter due 1 year from previous record on file.</td>
<td>you are not in compliance with this requirement.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Seasonal Flu Vaccine</strong></td>
<td>The seasonal influenza vaccine is required. The deadline will be October 31st each year so that students have received the vaccine prior to the DPII clinical rotation. Documentation of the flu shot is required.</td>
<td>Students <strong>WILL NOT</strong> be allowed to go progress to DPII clinical rotation without documentation of the seasonal influenza vaccine.</td>
</tr>
<tr>
<td><strong>Health Insurance</strong></td>
<td>The University of Cincinnati requires that you be insured for health care either under the available UC Student Health Insurance plan of a comparable policy of your own choice. As a full-time student you will be automatically enrolled in and billed for the insurance plan. If you have better insurance and would like to waive the coverage, you must waive on-line (<a href="http://med.uc.edu/student-health-insurance/waive-uc-student-health-insurance">http://med.uc.edu/student-health-insurance/waive-uc-student-health-insurance</a>)</td>
<td>Students <strong>WILL NOT</strong> be allowed to go to clinic if they do not have health insurance.</td>
</tr>
<tr>
<td><strong>Exposure Insurance (Blood Borne Pathogen Exposure)</strong></td>
<td>Required for any student who does not have UC Student Health Insurance. The premium is automatically assessed to the tuition bill. (<a href="http://www.uc.edu/bursar/fees/bbp_insurance.html">http://www.uc.edu/bursar/fees/bbp_insurance.html</a>)</td>
<td>Students <strong>WILL NOT</strong> be allowed to go to clinic if they do not have exposure/blood borne pathogen exposure insurance.</td>
</tr>
</tbody>
</table>

**Please note:** In cases where documentation of childhood vaccines is unavailable a blood titer test may be used to determine immunization.
### Clermont College PTA Program Documentation Package

**Student Name__________________________**  **Class of ____________**

<table>
<thead>
<tr>
<th>Form or Document</th>
<th>Due Date</th>
<th>Copy :ACCE</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Info. Sheet</td>
<td>admission</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Activity Release</td>
<td>admission</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Travel Release</td>
<td>admission</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Medical Exam</td>
<td>admission</td>
<td>Need copy</td>
<td>Good for one year</td>
</tr>
<tr>
<td>Blood Borne Pathogen Cert.</td>
<td>admission</td>
<td>Need copy of certificate</td>
<td>Good for one year: available online at UC</td>
</tr>
<tr>
<td>HIPAA Cert.</td>
<td>admission</td>
<td>Need copy of certificate</td>
<td>Good for one year: available online at UC</td>
</tr>
<tr>
<td>CPR-Health Provider + AED</td>
<td>admission</td>
<td>Need copy of card</td>
<td>Expires in 1 or 2 years</td>
</tr>
<tr>
<td>TDaP: Diphtheria, Pertussis, and Tetanus Booster</td>
<td>End of May</td>
<td>Need immunizations</td>
<td>Tetanus booster every 10 years: a=acellular</td>
</tr>
<tr>
<td>TB test-two step or Quantiferon blood test</td>
<td>End of May</td>
<td></td>
<td>Good for one year AKA Monteux skin test</td>
</tr>
<tr>
<td>MMR-measles, mumps, and rubella</td>
<td>End of May</td>
<td>Titer test okay</td>
<td></td>
</tr>
<tr>
<td>Hep. B vaccine series 1+2</td>
<td>End of May</td>
<td>OK if in process of series</td>
<td></td>
</tr>
<tr>
<td>Hep. B third injection</td>
<td>End of May</td>
<td>Titer test okay. If Titer is negative, the series needs to be repeated.</td>
<td></td>
</tr>
<tr>
<td>Varicella-small pox</td>
<td>End of May</td>
<td>Titer test okay</td>
<td></td>
</tr>
<tr>
<td>Flu Vaccination</td>
<td>End of May</td>
<td>Need copy in fall</td>
<td>Due annually Will need in Fall</td>
</tr>
<tr>
<td>Health/Major Medical Insurance</td>
<td>End of May</td>
<td>Need cop of insurance card</td>
<td>Or outside equivalent insurance</td>
</tr>
<tr>
<td>BBP (needle stick) insurance</td>
<td>End of May</td>
<td>Need copy of UC Bill for</td>
<td>If UC Health insurance, covered, or</td>
</tr>
<tr>
<td>Topic</td>
<td>Requirement</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Consent to Treat and Be Treated in labs</td>
<td>admission</td>
<td>BBP insurance waived if outside policy</td>
<td></td>
</tr>
<tr>
<td>Lab Safety MSDS Overview</td>
<td>admission</td>
<td>Dr. Coppoletti reviewed verbally</td>
<td></td>
</tr>
<tr>
<td>Lab Safety in case of injuries</td>
<td>admission</td>
<td>Dr. Coppoletti reviewed verbally</td>
<td></td>
</tr>
<tr>
<td>Lockdown and disaster orientation</td>
<td>admission</td>
<td>Dr. Coppoletti reviewed verbally</td>
<td></td>
</tr>
</tbody>
</table>

*Titers needed for any immunization noted on the medical form, unless a simple booster has just been completed. April 29th last day of clinical as deadline for 2016.

Reviewed by Faculty (Signature) Dates

____________/____________
Chart: Supervision of Students Under Medicare

<table>
<thead>
<tr>
<th>Practice Setting</th>
<th>PT Student</th>
<th></th>
<th>PTA Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part A</td>
<td>Part B</td>
<td>Part A</td>
<td>Part B</td>
</tr>
<tr>
<td>PT in Private Practice</td>
<td>N/A</td>
<td>X1</td>
<td>N/A</td>
<td>X1</td>
</tr>
<tr>
<td>Certified Rehabilitation Agency</td>
<td>N/A</td>
<td>X1</td>
<td>N/A</td>
<td>X1</td>
</tr>
<tr>
<td>Comprehensive Outpatient Rehabilitation Facility</td>
<td>N/A</td>
<td>X1</td>
<td>N/A</td>
<td>X1</td>
</tr>
<tr>
<td>Skilled Nursing Facility</td>
<td>Y1</td>
<td>X1</td>
<td>Y2</td>
<td>X1</td>
</tr>
<tr>
<td>Hospital</td>
<td>Y3</td>
<td>X1</td>
<td>Y3</td>
<td>X1</td>
</tr>
<tr>
<td>Home Health Agency</td>
<td>NAR</td>
<td>X1</td>
<td>NAR</td>
<td>X1</td>
</tr>
<tr>
<td>Inpatient Rehabilitation Agency</td>
<td>Y4</td>
<td>N/A</td>
<td>Y4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Key
Y: Reimbursable
X: Not Reimbursable
N/A: Not Applicable
NAR: Not Addressed in Regulation. Please defer to state law.

**Y1:** Reimbursable: Therapy students are not required to be in line-of-sight of the professional supervising therapist/assistant (Federal Register, August 8, 2011). Within individual facilities, supervising therapists/assistants must make the determination as to whether or not a student is ready to treat patients without line-of-sight supervision. Additionally all state and professional practice guidelines for student supervision must be followed. Time may be coded on the MDS when the therapist provides skilled services and direction to a student who is participating in the provision of therapy. All time that the student spends with patients should be documented. There are distinctions with regard to how minutes are counted on the MDS (e.g. individual, concurrent, group) when a student is involved in providing care. These are described below.
Individual Therapy:
When a therapy student is involved with the treatment of a resident, the minutes may be coded as individual therapy when only one resident is being treated by the therapy student and supervising therapist/assistant. The supervising therapist/assistant shall not be treating or supervising other individuals and he/she is able to immediately intervene/assist the student as needed.

Example: A speech therapy graduate student treats Mr. A for 30 minutes. Mr. A.’s therapy is covered under the Medicare Part A benefit. The supervising speech-language pathologist is not treating any patients at this time but is not in the room with the student or Mr. A. Mr. A.’s therapy may be coded as 30 minutes of individual therapy on the MDS.

Concurrent Therapy:
When a therapy student is involved with the treatment, and one of the following occurs, the minutes may be coded as concurrent therapy:
- The therapy student is treating one resident and the supervising therapist/assistant is treating another resident, and both residents are in line of sight of the therapist/assistant or student providing their therapy; or
- The therapy student is treating 2 residents, regardless of payer source, both of whom are in line-of-sight of the therapy student, and the therapist is not treating any residents and not supervising other individuals; or
- The therapy student is not treating any residents and the supervising therapist/assistant is treating 2 residents at the same time, regardless of payer source, both of whom are in line-of-sight.

Example: An Occupational Therapist provides therapy to Mr. K. for 60 minutes. An occupational therapy graduate student, who is supervised by the occupational therapist, is treating Mr. R. at the same time for the same 60 minutes but Mr. K. and Mr. R. are not doing the same or similar activities. Both Mr. K. and Mr. R’s stays are covered under the Medicare Part A benefit. Based on the information above, the therapist would code each individual’s MDS for this day of treatment as follows:
- Mr. K. received concurrent therapy for 60 minutes.
- Mr. R. received concurrent therapy for 60 minutes.

Group Therapy:
When a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:
- The therapy student is providing the group treatment and the supervising therapist/assistant is not treating any residents and is not supervising other individuals (students or residents); or
- The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident. In this case, the student is simply assisting the supervising therapist.

Documentation: APTA recommends that the physical therapist co-sign the note of the physical therapist student and state the level of supervision that the PT determined was appropriate for the student and how/if the therapist was involved in the patient’s care.

Y2: Reimbursable: The minutes of student services count on the Minimum Data Set. Medicare no longer requires that the PT/PTA provide line-of-sight supervision of physical therapist assistant (PTA) student services. Rather, the supervising PT/PTA now has the authority to determine the appropriate level of supervision for the student, as appropriate within their state scope of practice. See Y1.

Documentation: APTA recommends that the physical therapist and assistant should co-sign the note of physical therapist assistant student and state the level of appropriate supervision used. Also, the
documentation should reflect the requirements as indicated for individual therapy, concurrent therapy, and group therapy in Y1.

Y3: This is not specifically addressed in the regulations, therefore, please defer to state law and standards of professional practice. Additionally, the Part A hospital diagnosis related group (DRG) payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting.

Documentation: Please refer to documentation guidance provided under Y1

Y4: This is not specifically addressed in the regulations, therefore, please defer to state law and standards of professional practice. Additionally, the inpatient rehabilitation facility payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting.

X1: B. Therapy Students

1. General
Only the services of the therapist can be billed and paid under Medicare Part B. However, a student may participate in the delivery of the services if the therapist is directing the service, making the judgment, responsible for the treatment and present in the room guiding the student in service delivery.

EXAMPLES: Therapists may bill and be paid for the provision of services in the following scenarios:
- The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.
- The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).
January 04, 2017

RE: Insurance Verification

To Whom It May Concern:

The University of Cincinnati, through its Office of Risk Management and Insurance, maintains a comprehensive program of self-insurance and commercially purchased insurance, covering property, casualty and liability exposures to the University and its employees, agents, and volunteers, while acting on the University’s behalf. Students are covered under this program for Professional (patient care) liability only, while engaged in clinical rotations at the request or direction of the University through a health care education program and for General Liability while engaged in internships, for liabilities arising within the scope of those internships.

The primary level of insurance for general and professional (patient care) liability is provided through a self-insurance program, consisting of trust funds maintained by an independent trustee and actuarially supported to liability limits of $100,000 per occurrence for general liability and $4 Million per occurrence for professional liability. The funds financial soundness is reviewed and certified annually by an outside actuarial firm. We also participate in a self-insurance program among several state universities in Ohio for automobile liability and general liability insurance coverage’s. In addition, commercially purchased excess insurance is provided above the primary liability insurance coverage’s with limits of $15 Million and higher depending on the type of claim. However, because the primary level of coverage is through self-insurance, there is no “Certificate of Insurance” for this coverage, and additional insured parties cannot be named.

Worker’s Compensation insurance for University employees is provided through the state fund. We have been assigned a “Worker’s Compensation Risk Number”, however, there is not a “certificate” for that coverage.

If there are any further questions, please feel free to contact the University of Cincinnati Office of Risk Management and Insurance at 513-558-5042.

Sincerely,

[Signature]

Anita Ingram, ARM, MBA, MTS
Assistant VP/Chief Risk Officer
UC Clermont College PTA Program  
Clinical Education  
Day 1 Form

Clinical Experience I ___  Clinical Experience II ___  Clinical Experience III ___

FACILITY NAME: _______________________________________________________

FACILITY ADDRESS: _____________________________________________________

FACILITY PHONE NUMBER: _____________________________________________

CCCE NAME AND CREDENTIALS: _____________________________________________

CCCE EMAIL ADDRESS: _______________________________________________________

CI NAME and CREDENTIALS: ____________________________________________ PT ______ PTA ______

THE CI IS A CREDENTIALED CLINICAL INSTRUCTOR BY THE APTA  YES ______  NO ______

CI EMAIL ADDRESS: _______________________________________________________

CLINIC HOURS: ___________________________________________________________

HOURS YOU ARE AT THE FACILITY: ____________________________________________

BEST DAY / TIME FOR ACCE TO VISIT at Midterm:

__________________________________________________________

Any information the ACCE should have told you before this clinical which would have aided your transition/ orientation to the clinic?

___________________________________________________________________________

*Please post to Blackboard by the end of your first clinical day and keep a copy for your reference.*

Thank you!
Carolyn Shisler
DIRECTIONS FOR THE FIFTH DAY ORIENTATION CHECKLIST-UC CLERMONT PTA PROGRAM

This form should be completed at the end of the first week of the affiliation. Please place a check mark in the appropriate category on the list on the reverse of this form. The student will submit the form to Blackboard.

Please note: As agreed upon in the Clinical Affiliation Agreement, timely orientation of the student to the facility and the policies and procedures of the facility is necessary. The following list is designed to provide the student with early feedback about his/her performance at your site and to identify areas which need improvement. It should summarize the first week and first impression and give the student who may be having problems in one or more areas more time to correct them and successfully complete the affiliation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Satisfactory</th>
<th>Needs work</th>
<th>Unsatisfactory</th>
<th>Not seen</th>
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</thead>
<tbody>
<tr>
<td>Dresses appropriately.</td>
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<tr>
<td>Arrives promptly, does not leave early.</td>
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<tr>
<td>Utilizes time appropriately.</td>
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<tr>
<td>Follows policies and procedures of facility.</td>
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<tr>
<td>Maintains professional demeanor.</td>
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<tr>
<td>Initiates tasks within capabilities.</td>
<td></td>
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<tr>
<td>Respects cultural and personal differences in others.</td>
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<tr>
<td>Accepts criticism constructively and acts upon suggestions for improvement.</td>
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<tr>
<td>Maintains confidentiality.</td>
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<tr>
<td>Works effectively with other professionals and staff.</td>
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<tr>
<td>Shows and understanding of common conditions.</td>
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<tr>
<td>Obtains necessary preliminary information about the patient prior to treatment</td>
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<tr>
<td>Observes the patient and performs appropriate assessment before, during and after treatment</td>
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<tr>
<td>Anticipates and responds to patient’s needs.</td>
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<tr>
<td>Is safe.</td>
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<tr>
<td>Expresses themselves well (written).</td>
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<tr>
<td>Expresses themselves well (verbal).</td>
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<tr>
<td>Communicates appropriately with patients/caregivers.</td>
<td></td>
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<tr>
<td>Shows ethical thoughts and actions.</td>
<td></td>
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<tr>
<td>Practices within legal standards.</td>
<td></td>
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</tbody>
</table>

______Student was oriented to safety policies of the clinic (isolation precautions, medical emergency/code blue, fire, weather, bomb threat, active shooter, chemical spill, etc.).

______5th day Student Goal list is attached and completed ____ CI Initials
University of Cincinnati Clermont College
PTA Program
(Fifth Day) Student Goal Sheet

Student’s Name: ___________________________ Date: ____________

Name of Supervisor (CI): ___________________________

Name of Facility: ___________________________

Facility Address / Phone #: ___________________________

_____Clinical Experience I  _____ Clinical Experience II  _____ Clinical Experience III

Student Goals for this Clinical Experience
(Three goals must be identified for PTA 2004 and 5 goals must be stated for each of the Clinical Experiences for PTA 2070 and 2080)

1.

2.

3.

4.

5.
PTA Student Reflection Weekly Progress Note #____

Student Name: ____________________________________ Date: __________________

In addition to line of sight supervision, my CI:
   _____ Observes consistently  _____ Observes about 75% of time
   _____ Observes about 50% of time  _____ Observes about 25% of time
   _____ Observes only as needed

Previous week’s goals: Met/Not Met

1. ____________________________
2. ____________________________
3. ____________________________

The most important thing I learned this week:

One thing I did well this week:

Areas I need to further prepare in anticipation of next week include:

My goals for next week are:

1. ____________________________
2. ____________________________

For students: Request to speak with ACCE __________       Hours in Clinic this Week __________

Clinical Instructor Comments:

For Clinical Instructor: Request to speak with ACCE __________

Student signature: __________________________________ Date: ______________
CI signature: __________________________________ Date: ______________
Student to scan into Bb, send to Shislec@ucmail.uc.edu by Tuesday at noon. If unable to meet
deadline, student to inform Carolyn Shisler by phone or email.

_____ CI  University of Cincinnati Clermont College
_____ Student  Physical Therapist Assistant Program
           Clinical Experience I: Evaluation Form

**Instructions**

This evaluation form includes criteria consistent with the PTA Clinical Performance Instrument (“CPI”)
though has been modified due to the duration and timing of this DPI clinical. The CI is reminded of
the PTA student’s knowledge base for this clinical; and asked to refer to the CI Handbook (or the DPI
summary sheet) for DPI expectations.

Please consider each indicator and assess the student’s performance using the following 5-point scale.
Mark the appropriate box and please provide comments to aid the student’s understanding. If an
objective is not available or not applicable to this clinical rotation, please indicate “NA”.

**Assessment Scale:**  
5= Always  4= Very Often  3= Sometimes  2= Rarely  1= Never  
NA = not available or not applicable at this clinical setting

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>WEEK 2</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepts responsibility for own actions</td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrates a positive attitude toward learning</td>
<td></td>
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<tr>
<td>3. Projects a professional demeanor - affect, dress, and confidence</td>
<td></td>
<td></td>
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<tr>
<td>4. Abides by State Laws and Standards of Ethical Behavior</td>
<td></td>
<td></td>
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<tr>
<td>5. Is safe</td>
<td></td>
<td></td>
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<tr>
<td>7. Accepts criticism without defensiveness</td>
<td></td>
<td></td>
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<tr>
<td>8. Acts on CI feedback / constructive criticism</td>
<td></td>
<td></td>
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<tr>
<td>9. Utilizes downtime effectively</td>
<td></td>
<td></td>
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<tr>
<td>10. Demonstrates teamwork</td>
<td></td>
<td></td>
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<tr>
<td>11. Demonstrates reliability</td>
<td></td>
<td></td>
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<tr>
<td>12. Demonstrates compassion and caring</td>
<td></td>
<td></td>
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<tr>
<td>13. Places patient’s needs above own</td>
<td></td>
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<tr>
<td>14. Prepares for patient treatment (reviews chart, gathers equipment, etc.)</td>
<td></td>
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<tr>
<td><strong>Communication Skills</strong></td>
<td>WEEK 2</td>
<td>COMMENTS</td>
</tr>
<tr>
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<tr>
<td>15. Communicates with patients and family members in a culturally competent, respectful, non-judgmental manner.</td>
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<tr>
<td>16. Obtains pertinent information from a patient and/or approved care provider</td>
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<tr>
<td>17. Communicates effectively with the Cl, asking appropriate questions</td>
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<tr>
<td>18. Respects timeliness of asking questions to Cl, other professionals</td>
<td></td>
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<tr>
<td>19. Produces documentation that supports delivery of service</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Technical Skills/ Interventions</strong></th>
<th>WEEK 2</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Accurately measures LE ROM (___hip ___knee ___ankle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Accurately measures UE ROM (___Shoulder ___elbow)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Accurately measures LE MMT (___hip ___knee ___ankle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Accurately measures UE MMT (___Shoulder ___elbow)</td>
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<tr>
<td>25. Provides accurate patient education for basic ROM.</td>
<td></td>
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<tr>
<td>26. Accurately performs superficial heat / cold Rx</td>
<td></td>
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<tr>
<td>27. Recognizes simple posture deviations</td>
<td></td>
<td></td>
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<tr>
<td>28. Recognizes simple gait deviations</td>
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<td></td>
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<tr>
<td>29. Appropriately instructs in bed mobility</td>
<td></td>
<td></td>
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<td>30. Appropriately instructs in transfers</td>
<td></td>
<td></td>
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<tr>
<td>31. Appropriately instructs in ambulation</td>
<td></td>
<td></td>
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<tr>
<td>32. Accurately performs massage</td>
<td></td>
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<tr>
<td>Clinical Decision Making</td>
<td>WEEK 2</td>
<td>COMMENTS</td>
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<tr>
<td>33. Competent in basic knowledge (Anatomy, Physiology, beginning biomechanics, lifespan)</td>
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<tr>
<td>34. Competent in therapeutic benefits, precautions and application of superficial heat / cold</td>
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<tr>
<td>35. Identifies objective signs fatigue and acts accordingly</td>
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<tr>
<td>36. Identifies need for intervention modification (progression / regression)</td>
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</table>

**Additional Comments:**

**SUMMARY**

**Student Strengths:**

**Student Areas for Growth and/or Improvement:**

**Recommendations to Meet Areas of Growth and/or Improvement:**

Student Signature: ____________________________ / Printed name: ____________________________

CI Signature: ____________________________ / Printed name: ____________________________

Facility Name: ____________________________ Date: ____________________________

*Thank you for your assistance in the student’s clinical development.*

*Carolyn Shisler, PT, ACCE*

*UC Clermont College PTA Program*

*Revised July 2015*
Student Name __________________________ CI Name/Title ___________________________ PT / PTA

Facility ____________________________ Location ____________________________

Clinical Experience ___ I ___ II ___ III Would student recommend facility to future student? Yes / No

**Student Input:**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Diversity of Case Mix</td>
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<tr>
<td>Facility Provides Effective Role Models</td>
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<tr>
<td>Demonstrates Harmonious Working Relationships</td>
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<tr>
<td>CI Provides Constructive Feedback</td>
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<tr>
<td>CI is Accessible when Needed</td>
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<tr>
<td>CI Understood the Role of a SPTA</td>
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</table>

Diagnoses seen:

Interventions performed:

Other:

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Case Study</td>
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<tr>
<td>Regular Conferences with CI</td>
<td></td>
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<tr>
<td>Bb Journal Compliance</td>
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<tr>
<td>Other Experiences</td>
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<tr>
<td>CPI Completion</td>
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</table>

Focus for last 4 weeks:
Gaps:  

Strengths:  

**Clinical Instructor Input:**

<table>
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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Professionalism</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Knowledge Base</td>
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<tr>
<td>Technical/treatment skills</td>
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<tr>
<td>Student Initiative</td>
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<tr>
<td>Student ability to self-assess</td>
<td></td>
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<tr>
<td>Documentation</td>
<td></td>
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Comments:

Areas of focus for remainder of clinical:

Identified knowledge or skill gaps of the UC SPTA:

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<tbody>
<tr>
<td>Functional Mobility/Positioning</td>
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<tr>
<td>Musculoskeletal (ex-ROM/MMT, diagnoses)</td>
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<tr>
<td>Neuro Rehab (ex-Neuro rehab techniques, diagnoses, balance)</td>
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<tr>
<td>Cardiopulmonary PT (ex—activity tolerance, vital sign assessment, diagnoses)</td>
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<tr>
<td>Integrated Medicine Topics (ex—treating across health care continuum, complex or multiple diagnoses)</td>
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<tr>
<td>Safe Patient Handling</td>
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<tr>
<td>Manual Skills</td>
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<tr>
<td>Documentation</td>
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<tr>
<td>Knowledge on health care system and insurance</td>
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Identified knowledge and skill strengths of the UC SPTA: safety and knowing when to ask for help, personality and being able to communicate with patient.
<table>
<thead>
<tr>
<th>Functional Mobility/Positioning</th>
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<tbody>
<tr>
<td>Musculoskeletal (ex- ROM/MMT, diagnoses)</td>
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Other:

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>CPI Completion</td>
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<tr>
<td>Comparable to other PTA students</td>
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<tr>
<td>Student is at expected level of Clinical Performance</td>
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<tr>
<td>Student will meet CPI goals for clinical rotation</td>
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</table>
### Remaining Clinical Plan with ACCE Input:

<table>
<thead>
<tr>
<th></th>
<th>Check all that apply</th>
<th>Comments (if applicable)</th>
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<tbody>
<tr>
<td>No Action Necessary</td>
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<tr>
<td>Conference Needed</td>
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<tr>
<td>Remediation Needed</td>
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<td>Close Monitoring Required</td>
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<tr>
<td>Follow-up Visit Required</td>
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<tr>
<td>Learning Contract/Behavioral Objectives Required</td>
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</table>

**ACCE:** Carolyn Shisler, PT, ACCE  
**Date:** ________________
Midterm Remediation Form

Purpose: To ensure timely communication between the student, clinical instructor and ACCE.
Use: Please complete this form and return it via FAX to Carolyn Shisler, 513-732-1525. The form must be returned within three business days after the completion of the midterm evaluation. This form serves as a follow up to the information provided at midterm. As a feedback tool, the student and CI concisely identify areas of concern or deficiency and state an intervention plan with time frames. The ACCE is monitoring the situation and intervenes as appropriate. Appropriate Student notice and input in completing this form is essential.

Student’s Name ________________________________________________________________

Clinical Instructor’s Name _________________________________________________________

Today’s date ____________________________    Identify clinical level?    I    II    III

1. Briefly list the student’s strengths.

2. Briefly list the areas in which the student needs to improve.

3. Does the student understand the areas in which they need to improve? Yes    No

4. Has a written plan for improvement been created and shared with the ACCE? Yes    No

5. What specific CPI areas are deficient at this time, included in the above plan?

6. Is the student in danger of failing this affiliation? Yes    No

7. Has a significant concern on the CPI been marked? Yes    No

8. Has the ACCE been notified by the CI? Yes    No

   Which areas? ________________________________________________________________

9. Have the student’s SOAP notes / e-documentation been reviewed by the CI? Yes    No

10. Using your clinical judgment would you recommend an additional follow up visit or call by the ACCE after the midterm? Yes    No

11. Does the CI or student have questions for the ACCE? If so, list below. Thank you!
Please return to: Carolyn Shisler, PT and ACCE carolyn.shisler@uc.edu    Fax: (513) 732-152
Instructions: Please use this form to record the student’s absences or tardiness. Return the form to the Program’s ACCE within three business days of the close of the affiliation. This form must be completed and submitted, even if the student had no absences.

Please check: ____Clinical Experience I     ___Clinical Experience II     ___Clinical Experience III

Student: ____________________________________________
Clinical Site: ____________________________________________
Clinical Instructor: ____________________________________________
Hours per week:
___ week 1    _____week 2    _____week 3    _____week 4    _____week 5    _____ week 6
___ week 7

Number of Days Missed: ____________________________________________

ACCE informed     _____ yes     _____ no     If not, why not?

Reason for absence: ____________________________________________

Make up Dates: ____________________________________________

Comments: ____________________________________________

____________________________________________________

_________________________________

Date                             Clinical Instructor Signature

Student Signature

Student Signature

Please return to: Carolyn Shisler, PT and ACCE
Carolyn.Shisler@uc.edu
University of Cincinnati Clermont College
Physical Therapist Assistant Program
1981 James E. Sauls Sr. Drive
Batavia, OH
General
APPENDIX
FORMS
FERPA Reference Sheet for Faculty

The Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) requires institutions accepting federal monies to protect the privacy of student information. In addition, FERPA affords students the right to review their education records, to request correction of inaccurate records, and to limit information disclosure from those records. An institution’s failure to comply with FERPA may result in the Department of Education withdrawal of federal funds.

All UC faculty and staff are obliged to comply with FERPA regulations.

As a faculty member, you need to know the difference between Directory Information and Personally Identifiable Information or Education Records:

**DIRECTORY INFORMATION**
May be disclosed, unless the student has requested otherwise. Please refer such requests to your department office or to the Registrar’s Office.
- Name
- Student Identifier (non-SSN)
- Current mailing address
- Current telephone number
- E-mail address (BOL)
- College
- Class
- Major
- Dates of attendance
- Enrollment status (full/part-time)
- Degrees/honors/awards received

**PERSONALLY IDENTIFIABLE INFORMATION** (any identifying data other than “Directory Information”)
Including, but not limited to:
- Social Security Number
- Date of birth
- Residency status
- Gender/race/ethnicity
- Religious preference

**EDUCATION RECORDS**
Including, but not limited to:
- Class schedule
- Grades/GPA and academic standing
- Test scores
- Academic transcripts

“Personally Identifiable Information” or “Education Records” may be released only to the student and then only with the proper identification.

Parents and spouses must present the student’s written and signed consent authorizing UC to disclose personally identifiable information or education records.

In all cases, refer callers to the Registrar’s Office. This office will review authorization documents, consult the instructor and other offices as necessary, and release information as appropriate.

**General Practices for Protecting Student Information and Education Records**
- Do not leave exams, papers, or any documents containing a student’s social security number, grade, evaluation, or grade point average outside your office door or in any area that is open-access.
- Do not record attendance by passing around a class list, which contains the student’s social security number or identification number.
- Do not provide tests and assignments scores, evaluations or final grades via e-mail. When contacted by phone, first ask identifying questions (e.g., “What was your mid-term score?” but not “What is your SSN?”).
**Core Student Advising Session Semester Guide:**
The University of Cincinnati Clermont College PTA Program

*Class of ____________*

Student Name ______________________________ Adviser ________________________________

Formal Program Orientation meeting attended?  ___Yes    ___No ___Planned

<table>
<thead>
<tr>
<th>M number</th>
<th>Date Entered Program</th>
<th>Previous Degree (BS/BA/AS/Etc.)</th>
<th>Estimated Date of Graduation</th>
<th>Catalogue Year selected or changed (2012/13/14)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**May’s Professional Abilities Ratings**

Initial ratings:  B___ (Beginner level) Health Care Edge/Orientation Course
Intermediate ratings:  D___ (Developing) After Clinical Round #1
Final Abilities:  E___ (Entry-Level) At conclusion of Clinical Round #3

Meets Ave. GPA per Semester

<table>
<thead>
<tr>
<th>Type:</th>
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Meets standard in clinical courses (check)

<table>
<thead>
<tr>
<th>Grade and ratings</th>
<th>CPI</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>S3</th>
<th>PTA clinical 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>PTA clinical 2</td>
<td></td>
</tr>
<tr>
<td>S5</td>
<td>PTA clinical 3</td>
<td></td>
</tr>
</tbody>
</table>

**Student Data: See degree audit for more detail.**

<table>
<thead>
<tr>
<th>Dates Advised</th>
<th>GPA per recent degree audit</th>
<th>Course(s) less than C grade (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Course Work to Date**

<table>
<thead>
<tr>
<th>Courses taken-per Q or Semester</th>
<th>Needed Courses Remaining</th>
<th>Other Degree Work Or concurrent degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*PTA Clinical Readiness
Interview Reminder prior to clinical rounds-

Math 1021, 1037 or Stats 1031 or higher____

HU Elective ____

S3-summer

English II 2089 ____

S4-Fall

S5-spring
### Current Clinical Experiences to Date or Planned

<table>
<thead>
<tr>
<th>Inpatient</th>
<th>DP I</th>
<th>DP II</th>
<th>DP III</th>
<th>Age Span Covered (Pediatric, Adolescent, Middle age, Geriatric) 3 of 4</th>
<th>Match with Didactic Development (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute</td>
<td></td>
<td></td>
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<tr>
<td>Home Health</td>
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<tr>
<td>LTC, TCU, SNF</td>
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<tr>
<td>Acute Rehab</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VA (Fed.) Hospital</td>
<td></td>
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</tbody>
</table>

| Outpatient |       |     |        |                                                                     |                                        |
|------------|-------|-----|--------|                                                                     |                                        |
| Neuro. Rehab. |    |     |        |                                                                     |                                        |
| Sports Med. |     |     |        |                                                                     |                                        |
| Gen. Orthopedics | | |       |                                                                     |                                        |

| Specialty |       |     |        |                                                                     |                                        |
|-----------|-------|-----|--------|                                                                     |                                        |
| Pediatrics Inpt. |   |     |        |                                                                     |                                        |
| Pediatrics Outpt. | |     |        |                                                                     |                                        |
| Home Health |     |     |        |                                                                     |                                        |
| Occupational Med. |   |      |        |                                                                     |                                        |
| Other:     |       |     |        |                                                                     |                                        |

### Planning

**S3-Recommendations:** *PTA Clinical Readiness Interview Reminder prior to clinical round DPI*

Courses-
Clinicals-
Other student support needs- (examples-financial aid, tutoring, counseling for stress mgmt. or study skills/test hints, remediation plan, re-testing for lab competence)

_____________________________________________________________________________________

**S4-Recommendations:** *PTA Clinical Readiness Interview Reminder prior to clinical DPII/III*

Courses-
Clinicals-
Other student support needs- (examples-financial aid, tutoring, counseling for stress mgmt. or study skills/test hints, remediation plan, re-testing for lab competence)
Graduation Petition Reminder__________________________________________________________

**S5-Recommendations:**
Courses-
Clinicals-
Other student support needs- (examples-financial aid, tutoring, counseling for stress mgmt. or study skills/test hints, remediation plan, re-testing for lab competence)

_______________________________________________________________

**Semester Check list:**
- Student reviewed-recent degree audit   Semester 3 __ S4 __ S5 __
- Student cleared for registration       Semester 3 __ S4 __ S5 __
- Waivers or substitutions for First Aide, CPR or other courses processed? Dates___________
- Updates about new Clermont College/PTA policy and procedural changes covered in detail? List___________

**Advisor initials or signature:**__________________________/__/__/___________
Semester S3 / S4 / S5

**Procedures:**

The faculty will split the cohort, so as to supply an appropriate number of advisees to each faculty member. This will serve to gain compliance for Title III grant stipulations. This advising will occur upon initial entrance into the program and on at least on a semester basis thereafter, to approve the students’ schedule of courses and registration. This advising includes, but is not limited to: GPA checks, career counseling, and clinical selection choices.

**Rev. 3-7-2014**

*****************************************************************************
PHYSICAL THERAPIST ASSISTANT PROGRAM

SUBJECT: Criminal Background Check
DATE APPROVED: June 1, 2011
PURPOSE: To screen students accepted into the Physical Therapist Assistant (PTA) program in order to promote patient safety and fulfill state mandated requirements for all patient groups.

POLICY:

Criminal background checks will be conducted on any students accepted into the Physical Therapist Assistant (PTA) program, or if a student’s assigned clinical facility’s contract with the program requires a different or new check. (VA Medical Center) This background check will include, but is not limited to, an analysis of fingerprints and review of prior criminal records. Students with felonies, certain misdemeanors, or drug-related arrests as specified in Ohio Senate Bill 38 and Ohio House Bill 160 may not be eligible for completion of the PTA program.

PROCEDURE:
1. State (and Federal if student has not been resident of Ohio for the past 5 years) criminal background investigations may need to be completed by any student upon requirements of contracted clinical facilities.
2. The school will maintain confidentiality of these records related to the background investigation(s) as much as possible but sharing with the clinical site is deemed essential, upon their request.
3. The cost of the criminal background investigation will be the student’s responsibility.
4. A student with certain felony, misdemeanor, or drug-related convictions may be ineligible or delayed within his or her promotion within the program or state licensure application, as deemed by the consultation with the clinical representative, Director of Allied Health and the Program Coordinator.
5. The submission of any false information to UC-Clermont shall be cause for immediate dismissal from the PTA program.

REVIEWED: May 2012
PHYSICAL THERAPIST ASSISTANT PROGRAM
SUBJECT: DRUG SCREENING FOR CLINICAL ROTATIONS

DATE APPROVED: _________
PURPOSE: To maintain an environment that ensures the provisions of safe, high quality patient care and is supportive to the well-being of all students.

POLICY:
Students are prohibited from possessing, using, or consuming, or being under the influence of illegal drugs or alcoholic beverages on college premises and clinical sites.

PROCEDURE:
1. Students in the Physical Therapist Assistant (PTA) program may be required to submit to a drug screening prior to any clinical experience, which may take the form of random drug screenings or for due cause during the program.
2. Upon request, student will submit to an 8-panel drug screening facilitated by University of Cincinnati-Clermont College and conducted by regional Occupational Health Services.
3. Payment of the initial authorized drug screenings will be charged to students. Student providing unauthorized drug screens will be responsible for all expenses incurred.
4. Students must authorize (consent) to release test results to UC-Clermont per normal reporting procedures, i.e. affiliated clinical sites.
5. Any student who refuses or fails to cooperate to complete screening by specified deadline or provides contaminated specimen will be considered ‘positive’, should it be required of him or her.
6. Positive drug screens may result in forfeiture of clinical and dismissal from any course that has a laboratory component, after review of the Program Coordinator and Director of Allied Health.
7. Positive drug screens are considered to contain the presence of at least one unacceptable substance, at or above the established threshold limit. Confirmation tests are performed on all positive results.
8. Students requesting readmission to the program in the future, who have had positive drug screen in the past, must provide written documentation of compliance. The student may also be subjected to periodic “random” drug screenings for the first year of their readmission to the program. Upon readmission, payment of all required drug screens will be the sole responsibility of the student.

Reviewed: May 2012
Additional Policy passed in 2013-14:

4. Selected clinical site(s) require drug screening panels prior to placements. The ACCE (Academic Coordinator of Clinical Education) will assist the student in identifying and specifying the required drug panel, testing locations, and fees.

D. The student is responsible for the cost of any special drug panel required by the clinical site.

E. If testing results preclude a student’s participation in a clinical, the student will meet with the PTA faculty and determine an action plan, as required by consultation with medical personnel.
FULL LAB PRACTICAL
For PTA Musculoskeletal Courses  Rev. 7/2016
UC Clermont College PTA PROGRAM

Name: ______________________________________________________
Scenario: __________________________________________________
Evaluator: ____________________ Date: ____________________

Communication: identify self to pt. and confirms pt. identity, Rx explanation to patient, pt. and
supply preparation, consent to treat. (1 point each) (4 points)

Comments:

Professional behavior includes: professional demeanor (1 point), demonstrated *Mays
Professional Abilities as relevant (2 points), done in reasonable amount of time (2 points),
problem-solved appropriately as needed, (2 points). Use of appropriate physical therapy
terminology (1 point), appeared confident (1 point), able to answer questions pertaining to
competency content (1 point) (10 points)

Comments:

Awareness and Safety

**Fail Safe Points**

A PATTERN OR ANY ERRORS IN SAFETY THAT SIGNIFICANTLY IMPACT YOUR
PATIENT'S OR YOUR OWN WELL BEING WILL RESULT IN AUTOMATIC FAILURE,
ALONG WITH FAILURE OR LACK OF 75% ON OF ANY SKILLS ON PAGES 2 or 3.

- / Confirms or identifies the patient or client identity
- / Asks patient or client for permission to treat-confirms consent to treat is on file
- / Reviews the PT plan of care and screens for precautions
- / Creates plan of intervention for session after review of chart
- / Notes contraindications or precautions and asks for appropriate
  assistance/clarification from PT
- / Washes hands prior to patient or client care (alcohol scrub or hand washing with
cleanser are acceptable)
- / Takes necessary safety precautions-i.e. gait belt, appropriate assistance
- / Follows and applies universal precautions during care provided
- / Monitors patient for comfort and needs, via vital signs, pain, symptoms,
  positioning
- / Body mechanics-places pt. in efficient and safe posture/position
- / Body mechanics-places self in efficient and safe posture/position
- / Adapts to individual pt. needs, including awareness of safety, individual, and / or
  cultural differences
- / Monitors changes in pt. physical and / or psychological/emotional status while
  maintaining self-control in challenging situation(s)
- / Positions pt. properly for treatment
- / Drapes pt. properly with as minimal exposure as necessary
- / Identifies self as a student
**SOAP Note:** 10 points - 7.5 minimum expected. 1 point each S and P, 2 points logistical info., 3 points each O and A. See attached Rubric.

<table>
<thead>
<tr>
<th>____/10 pts.</th>
<th>Concise, thorough, smooth flow, approved abbreviations used, follows SOAP format - see Attached note and/or pain assessment per rubric of SOAP notes</th>
</tr>
</thead>
</table>

**Efficiency and Effectiveness of Treatment:** 10 points (LESS THAN 7.5 /10 REPRESENTS FAILURE)

| ____/2 pts. | Addresses the problem, completes steps in a viable order with confidence in an efficient manner, corrects improper movements without cues |
| ____/2 pts. | Appropriate treatment-level of assistance, addresses patients’ needs |
| ____/2 pts. | Accommodates to individual needs, takes into account individual patient differences |
| ____/2 pts. | Variety of treatment performed |
| ____/2 pts. | Effective performance of skills /techniques utilized |

Grade: (circle) F-C-B-A  
Total Points: ____/ of 50 points (<37.5 less than 75%=F)  
This test scaled to 50 points for class grading purposes.  
Comments:___________________________________________________________________

**Disposition/Plan:**

| Special remediation and retest needed? ____/____ Y/N |
| Change of instructor tester/ Y/N |
| Second review by another faculty member needed? Y-required |
| Videotaping required/? Y-required |

Specific subtest of modality or MMT or PROM-circle all that apply

**Faculty Signature:**__________________________________________  
Date:________________

*Core Values:* Accountability, Altruism, Caring / Compassion, Excellence, Integrity, Social Responsibility, Professionalism


**Attached:** Specific scoring form for various interventions pertaining to this class.
FULL LAB PRACTICAL  
**PTA Musculoskeletal Courses**

**Student Name**__________________________________________

Case__________________________________________

___Chart Review completed:

___Supply preparation completed:

___Exercise/Agent equipment or supplies placed/positioned properly:

___Manual contacts were correct for m. group(s) treated, prn:

___Appropriate pressure, body position, or repetitions *for stage in rehab*:

___Timely application:

___Interim assessments of pain or tolerance completed:

___Safe post care or clean up procedure:

<table>
<thead>
<tr>
<th>Area</th>
<th>MMT 1 2 points</th>
<th>MMT 2nd 2 points</th>
<th>PROM 1 2 points</th>
<th>PROM 2nd 2 points</th>
<th>Agent/Modality =4 points</th>
<th>Ther. Exercise =2 points Each</th>
<th>Change of status question or problem solves issues as they arise with Rx: 1 pt. under Communication</th>
<th>Contraindications (2-3) and/or one Precaution voiced, or if asked by professor prior to Rx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand</td>
<td>/ 2</td>
<td>/ 2</td>
<td>/ 2</td>
<td>/ 2</td>
<td>/ 4</td>
<td>/ 4</td>
<td>/ 4</td>
<td>/ 4</td>
</tr>
<tr>
<td>C - Spine</td>
<td>/ 2</td>
<td>/ 2</td>
<td>__ /4</td>
<td>__ /4</td>
<td>__/4</td>
<td>Total=16 points 12 points or (75% is passing for this section)</td>
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<td></td>
</tr>
</tbody>
</table>

**Point Scale:** Less than 75% of the individual skills failed will result in a FAILING grade for technically correct interventions. No cueing is given, unless safety issue arises or students forget contraindication check within the clinical conversation.

3-4 (when applicable) = fully and safely performed, technically correct

2 (when applicable) = mostly correct, performed almost completely

1 (when applicable) = technically safe with alternate or creative technique

0 points= required significant intervention from instructor(s) to stop Rx for safety

0= unable to perform assigned Rx interventions

**Other comments:** ____ Video Recorded for later analysis by second faculty membe
University of Cincinnati – Clermont College
Policy on Institutional Records for Student Complaints

Please note: This Student Complaint Policy does not supersede specific policies and procedures for non-disciplinary academic matters or student disciplinary matters as described in the Student Code of Conduct and Handbooks. This form is not intended for grievances regarding sex or gender conduct or violence described in the Student Code of Conduct and Handbooks. A student who files a student complaint covered under another policy will be redirected to the appropriate office for resolution.

Informal Complaint Procedures
UC Clermont College is committed to providing high quality education and services to its students and to provide fairness and equity in the application of policies and procedures. When a student has a complaint, resolution should be sought through informal communication with the appropriate instructor, department chair, dean, staff member or representative, who may be able to help rectify or clarify the situation before a formal written complaint is initiated.

Formal Complaint Procedures
A student who wishes to file a formal complaint with the College must express his/her intention to file the complaint and provide sufficient detail about the complaint for the Formal Student Complaint for Students report form.

1. The College will maintain a record of complaints it receives from students, as well as records of complaints raised against students, provided that the complaint qualifies for being recorded as a formal complaint.
2. Complaints that fall into certain categories (e.g., sexual misconduct, academic misconduct, discrimination, harassment, academic integrity, etc.) must be logged but will be resolved as per University policy. Complaints that are handled by a high-level university official (e.g., department chair, director, assistant/associate dean or higher) should also be recorded regardless of the nature of the complaint.
3. Utilize the processes shown in the appended flowcharts for deciding whether and where a complaint received should be recorded. Note that the decision flowchart pertains to complaints initiated by students and against students. Note also that academic departments and administrative units are expected to continue to use its normal practices to investigate and address the complaint, independent of whether the complaint is to be recorded or not.
4. The types of information recorded is standardized across the College. Complaints should be reported on the Formal Student Complaint for Students report form. The completed report form and any supporting documentation should be submitted to Tam Cordts in the Associate Dean’s Office for logging in Compliance Assist.

Formal Complaint Timeline
Administrative Complaint Acknowledgement: Formal student complaints will be forwarded to the department chair, director or staff person most immediately responsible for the area to which the complaint pertains and to Tam Cordts in the Associate Dean’s Office for logging in Compliance Assist. The department chair, director or staff person will send a written acknowledgement to the student within five (5) working days of receiving the complaint indicating that (1) the formal complaint has been received, (2) the nature of the complaint, and (3) the student will receive a written response after deliberation within ten (10) working days. Copies of all documents related to the student complaint must be sent to the Tam Cordts for logging.
**Administrative Deliberation and Response:** If the department chair, director or staff person to whom the complaint is forwarded determines that the nature of the complaint is beyond his or her area of supervision or expertise, the next level administrator in the area should be consulted and may be requested to respond to the student. Administrative disposition of the complaint will generally consist of investigation into the source of the complaint, previous efforts to resolve the issue, and any contingencies that will aid in deliberation and disposition of the problem. A copy of the deliberation process must be sent to Tam Cordts for logging.

**Student Appeal Process:** Appeals will follow the specified process where applicable; where no specific appeals process exists, the appeal will be addressed by the appropriate academic department or unit head. Upon receiving a deliberation response to the written complaint, the student has the right to appeal to dean whose decision will be final. This appeal must be made in writing within five (5) days of receiving the response. In each case, the student will receive an acknowledgement of the complaint within five (5) working days and a deliberation response within ten (10) working days from the date of the acknowledgement letter. All documentation related to the appeal process must be sent to Tam Cordts for logging.

**Formal Complaint Review Protocol**
Academic Departments and Administrative Units will review respective aggregated formal complaints at the end of fall and spring semesters; the Associate Dean for Academic Affairs will review a summary of all formal complaints each academic year. These reviews will enable commonalities, which may warrant additional action to be identified and appropriately addressed.

*Approved by University of Cincinnati Office of General Counsel: September 14, 2015*
Today’s Date_________________ Name of Student Filing Complaint_____________________
Student Number_________________________ Student Phone Number__________________
Signature of Student Filing Complaint_____________________________________________

Description of Complaint (date, place, time, details, etc.):
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Attempts made to resolve as an informal complaint:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Statement of desired outcome:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Add additional narrative as needed:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Please submit this form to the proper Department Chair/Director/Assistant Dean or higher involved in addressing the complaint.

Date Received: __________________________
Action taken:___________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Signature of Faculty/Staff Member_________________________________________
Date Response Sent to Student______________________________________________

Signature of Department Chair/Director/Assistant Dean______________________________
Date Copy Sent to Department Chair/Director/Assistant Dean_________________________
Allied Health Safety Manual and Laboratory Student Agreement
Science and Health Department
University of Cincinnati-Clermont College

(Excerpts taken for up to p. 8 for PTA)
(By the Science and Health Safety Committee)
November 3, 2015

Nestor Hilvano (Chair)
Nick Maiorano (Secretary)
Fannie Courtier
Jennifer Kroger
Rebecca Larue
Thomas Sylvest

PREFACE

This manual serves as a resource document in compliance with University of Cincinnati (UC) Environmental Health and Safety, accreditation boards, and various state and federal organizations (Environmental, Occupational Health, and Safety).

Laboratories must develop written manuals which include specialized safety procedures, respective to discipline (Allied Health, Biology, and Chemistry), for all facets of laboratory activities.

The UC Clermont College-Science and Health Department will distribute this to the appropriate personnel and incorporate these policies into annual safety training.

The development and revision of detailed, written procedures is essential to establishing consistency, training personnel, and facilitating the recognition and compliance to workplace safety.

Additionally, these protocols are integral to a defendable and demonstrable safety program under the review of OSHA (Occupational Safety and Health Administration) or other agencies.

An effective safety program ensures that functioning policies are established, enforced, and effectively taught and documented. Policies can be adapted for individual lab activity purposes.

The development and implementation of UC Clermont College-Science and Health Safety Plan fosters a safer working environment and promotes a reduction of laboratory accidents and injuries.
Instructor Compliance and Enforcement:

1. It is the responsibility of the instructor to ensure the safety of each person working or volunteering in the laboratory.

2. Instructors must know the laboratory safety guidelines and procedures approved for the Science and Health Department.

3. Instructors must abide by all safety policies and procedures particular to their discipline and laboratory specific agreements.

4. At the start of each semester, instructors must provide and review the safety policies associated with their particular laboratory.
   a. Provide demonstration/explanation about the location and use of safety equipment and proper use of laboratory items.
   b. Review emergency procedures related to a fire emergency, tornado, act of violence, needle stick/sharps injury, etc.

5. Instructors will ensure compliance with the approved safety policies with all students, volunteers or other people who enter their laboratory.

6. Instructors will document and report any lab-related incident to the laboratory personnel, program coordinator or the department chair.

7. The S&H Department Chair will be responsible for addressing any situation involving non-complaint students, staff, or faculty.

8. The S&H Department Chair will be responsible for enforcing consequences in cases of non-compliance in relation to the approved safety policies.

Laboratory Safety Manual in Allied Health Area
Science and Health Department- Safety Committee
University of Cincinnati Clermont College

This manual provides general guidelines and basic rules within the Allied Health division to:
   a) encourage awareness of the risks in participating in clinical laboratory procedures
   b) promote safe and best practices in the clinical laboratory
   c) protect and promote the wellness and health of students, staff and faculty and visitors
All courses involving biological agents must follow guidelines in the University of Cincinnati Biological Laboratory Safety Manual, which contains the minimum precautions and procedures required in Biosafety Levels 1 and 2. These guidelines pertain to and must be adhered to by all staff, faculty, students and guests that enter the laboratory to perform any activity or observation. Additional references include:

1. University of Cincinnati, Environmental Health and Safety [https://ehs.uc.edu/](https://ehs.uc.edu/)

**Agent Risk Group:**
The biological and physical nature of human pathogens can be categorized into risk groups (RG) based on the transmissibility, invasiveness, virulence (i.e., ability to cause disease), and the lethality of the specific pathogen. Risk groupings of infectious agents (RG1 through RG4) generally correspond to biosafety levels (BL1 through BL4), which describe containment practices, safety equipment, and facility design features recommended for safe handling of these microorganisms. A parallel series of animal biosafety levels (ABSL1 through ABSL4) applies to handling of infected or potentially infected animals.

1. **Risk Group 1** agents are not associated with disease in healthy human adults (ex. Bacillus subtilis, Escherichia coli K12, adeno-associated virus (AAV)).
2. **Risk Group 2** agents are associated with human disease which is rarely serious; treatment is usually available (ex. Staphylococcus aureus, Salmonella sp., Herpes simplex viruses, Adenovirus).
3. **Risk Group 3** agents are associated with serious or lethal human disease; treatment may be available; low community risk (ex. Mycobacterium tuberculosis, Bacillus anthracis, HIV).
4. **Risk group 4** agents are associated with serious or lethal human disease; treatment is not usually available, high community risk (ex. Ebola virus, Marburg virus, Lassa virus). Not currently permitted for use at the University of Cincinnati.

**Personal Protection Requirements:**
1. Protective clothing such as lab coat or scrubs is required when working with biohazardous materials (blood, OPIM) or providing direct patient care (varied by discipline).
2. Tie back long hair or hair that falls into the face when working in the allied health laboratories.
3. Pants/jeans/scrubs should be worn in the laboratory. Skirts of any length are prohibited (accommodations will be made for those students requiring exemptions to the standard dress code. Approval must be obtained PRIOR to the first laboratory session).
4. Attire should be professional and not revealing.
5. Gloves are required whenever there is the potential for contact with biohazardous materials (RG2 or BSL2) and should never be reused. Do not attempt to wash disposable gloves. Change them when they are dirty, contaminated or ripped. Dispose of properly.
6. Shoes are required at all times. Sandals, flip flops, open-toed shoes, high heels and shoes with mesh tops or holes (Crocs) are strictly prohibited in the laboratory.

**General Rules and Standard Laboratory Practices:**
1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Be sure you understand all procedures in any clinical laboratory activity and possible hazards associated with it.
3. Read ALL directions for beginning a clinical laboratory activity several times, and follow directions EXACTLY as they are written. Ask questions if you are not sure how to proceed.
4. Performing unauthorized experiments and using equipment without the express permission of the instructor is strictly prohibited.
5. If spills occur, notify your instructor immediately.
6. No eating, drinking, smoking or applying make-up in the Allied Health laboratories.
7. Notify your instructor of any medical conditions you may have, such as pregnancy, allergies, diabetes, seizures or asthma. It is recommended that the student discuss the participation requirements for the allied health program in which they will work with their family physician for guidance and monitoring. Be sure your instructor has your emergency contact information as well as medical emergency authorization form and any other pertinent information related to your care.

8. Keep your laboratory area clean. Store bags, packs & purses in appropriate places and off the lab tables. Do not handle electronic devices, phones or keys while working in the lab. (Where?)

9. Be sure to clean your area thoroughly 5-10 minutes before the end of the class and keep the lab space clean for the next class period. Wipe down the counters and put away all equipment in clean, cool & dry condition. Wash your hands before leaving the lab area.

10. The location of exits, safety showers, eyewash, fire extinguishers and the nearest telephone (emergency) should be ascertained before beginning work.

First Aid:
1. Report all accidents, spills or broken glassware & equipment, no matter how minor, to your instructor immediately.
2. In the event of a needle stick, notify instructor immediately and follow the policies stated in the UCHS Advisory 12.1. (Link)
   a. Immerse the injury site in cool, continuously running water and encourage bleeding for at least 15 minutes.
   b. Wash the site gently with soap to reduce the chance of infection.
   c. Dry and cover the wound.
   d. Seek additional treatment as advised by your instructor in compliance with The University Health Services Advisory 12.1 Needle stick, Other Percutaneous and Mucous Membrane Exposures: https://ehs.uc.edu/advisories.aspx
3. In the event of a blood splash, notify instructor immediately
   a. Flush area (s) with water and gently clean well with soap
   b. Irrigate eyes at the emergency eye wash station
   c. Refer to The University Health Services Advisory 12.1 Needle stick, Other Percutaneous and Mucous Membrane Exposures: https://ehs.uc.edu/advisories.aspx
4. Know location and proper use of safety equipment.
5. Complete and submit appropriate incident report form for each incident that occurs during lab time. The form can be completed online on the EH&S website at https://ehs.uc.edu/Accident/newform.asp or the form can be downloaded for completion offline at https://ehs.uc.edu/forms.

Aseptic Practice:
1. Wash hands upon entering and before exiting the laboratory. Hand washing is performed by washing with soap and water, and dry with paper towels.
2. Always observe proper aseptic technique as directed by your instructor.
3. Disinfect working areas before and after the laboratory session with provided disinfectant (70% alcohol) known to kill a broad spectrum of microorganisms.
4. Instructor will inform students of safety precautions relevant to each exercise before beginning the exercise.

Evacuation and Emergency Situations*:
1. Familiarize yourself with the evacuation routes and the nearest exits.
2. When the building alarm sounds all must evacuate via the nearest designated emergency exit and proceed to the designated assembly areas.
3. Follow directions given to you by your instructor, supervisor, manager, and/or emergency officer.
4. In case of a fire, immediately vacate the building via the nearest exit route. Do not use elevators.
5. The safety of all people is of foremost importance. However, do not endanger yourself.

- http://www.uc.edu/publicsafety/staying-safe/preparedness.html

Documentation of Practices:
1. Requires students to sign Laboratory Student Agreements at the start of each semester.
2. Prepare and keep laboratory attendance sheet.
3. Make Material Safety Data Sheets (MSDS) available at all times. After June 1, 2016, these will be Safety Data Sheets (SDS).

Medical Assisting/ Multi-Skilled Health Technician Laboratory Student Agreement
All students participating in a Medical Assisting/ Multi Skilled Health Technology lab section are responsible for reading, reviewing and signing the safety policies at the start of the class, prior to the first lab. The rules are designed to give you and fellow students a safe and educational lab experience. Most accidents or injuries can be prevented by using common sense and following the policies listed below. Violation of the agreement could result in removal from the lab.

Laboratory Policies:
1. I am aware of the Technical Standards/ Essential Functions regarding the clinical competencies required of me in this class and that failure to meet these standards may be grounds for program/class dismissal.
2. Students are permitted in the lab only when a faculty/staff member is present.
3. Minors are not permitted in the lab at any time unless approved by the instructor PRIOR to class with signed waiver.
4. Proper attire must be worn at all times.
   - Program scrubs, lab coat and laboratory-safe shoes are mandatory.
     - Shoes are required at all times.
     - Sandals, flip-flops, open-toed shoes, high heels and shoes with mesh tops or holes (Crocs) are strictly prohibited in the laboratory.
     - Long pants are required (NO SHORTS/ SKIRTS of any length).
       - Accommodations will be made for those students requiring exemptions to the standard dress code. Approval must be obtained PRIOR to the first laboratory session.
     - Bare midriffs, low-cut necklines/waistlines are prohibited
     - Lab/classroom temperatures can fluctuate, so be prepared.

   *If you fail to meet the dress code standards, you will be asked to leave lab for the day and marked absent*
5. Long hair/ hair that falls into the face must be pulled back during laboratory time.
6. Personal hygiene is a must in this class. Because we are working closely with other students and volunteer patients, it is mandatory each student showers/bathes regularly, wears clean scrubs/clothes/lab coat and uses deodorant. Additionally, strong odors can exacerbate medical
conditions including asthma, so please refrain from using perfumes, body sprays, etc. before coming to lab.

7. Fingernails must be of ¼” white showing. No jagged edges, jewels, sequins, etc. are permitted in the lab for any reason.

8. The use of Personal Protective Equipment (PPE) is MANDATORY. Sometimes it is necessary to utilize additional measures of PPE (i.e. disposable mask if upper respiratory illness symptoms are present). Please request disposable mask if you have nasal congestion, cough, sore throat or feel as though you may be ill.

9. Food, drinks, candy, and gum must not enter the laboratory. Food and drink is to be left outside the lab or stored in a book bag. This includes capped bottled water and soft drinks.

10. Students must be in control of their faculties to participate in the laboratory. If a student is deemed by the instructor, to be impaired in some way the student will not be allowed to complete the lab, will be asked to leave and marked absent for the day.

11. Please report any accidents/injuries/spills immediately to your instructor. The instructor will determine the best way to address the problem.

12. Students must familiarize themselves with the safety equipment in the laboratory. Fire extinguishers, first aid kit, and fire exits.

13. Students may not enter supply cabinets, stockroom without instructor supervision.

14. Broken glassware should be swept up with a broom and dustpan and placed in the sharps container. Never place broken glass in the regular garbage can.

15. All needles and syringes and vacutainer tubes filled with real/ artificial blood are to be placed in a sharps container.

16. NEVER reach into a sharps container for any reason. Please notify instructor if anything accidentally falls into these containers.

17. Venipuncture and capillary punctures, on a lab partner or volunteer patient, are allowed only in the presence of a lab instructor.

18. Cell phones should not be used in the laboratory. No talking or texting while engaged in lab activities.

19. Deliberate misuse of instruments or disturbing behavior may result in disciplinary action.

20. Student’s hands must be washed or sanitized prior to practicing clinical competencies or performing clinical skills with a lab partner.

21. I understand that any tests, measurements and/or therapeutic interventions are performed for the purposes of instruction and practice and that they are not intended to be diagnostic or therapeutic for me or any volunteer patient personally.

22. An appropriate atmosphere should be maintained at all times, including proper dress and use of professional language. Foul language and cursing will not be tolerated for any reason. If unprofessional behavior or foul language occurs, the student will not be allowed to complete the lab, will be asked to leave and marked absent for the day.

23. Student’s hands, work surface and patient care areas must be cleaned before leaving lab each day. All garbage is to be placed in proper waste container and surfaces must be wiped down with provided disinfecting wipes/ spray. Supplies must be re-stocked by designated student of the week.
Student Agreement:
I have read and agree to follow the Medical Assisting/ Multi-Skilled Health Technology (Phlebotomy) Lab Student Agreement. I am aware that the instructor and /or laboratory staff has the right to report on or remove me from the laboratory if I fail to adhere to these policies. Furthermore, I understand that my instructor may deduct points for failure to obey these laboratory policies.

Printed Name: ______________________________________
Signature: ______________________________________ Date: __________________________

PTA Laboratory Student Agreement
Consent and Release for PTA Lab Activities and Travel as a Student Subject
Academic Year ____________________

1. In connection with laboratory activities included in the curriculum of the PTA Program at the University of Cincinnati-Clermont College, I hereby volunteer and consent to the performance on me of certain physical therapy tests, measurements and/or interventions by my fellow classmates and instructors.
   ___student initials

2. I recognize that the risks associated with these tests, measurements, and /or interventions include, but may not be limited to, minimal bruising and muscle soreness.
   ___student initials

3. I understand that these tests, measurements and/or interventions are performed for the purposes of demonstration, instruction and practice and that they are not intended to be diagnostic or therapeutic for me personally.
   ___student initials

4. I affirm that I have disclosed all information concerning my health that is relevant to my participation in laboratory activities to the instructor of the course with which the laboratory activity is associated. (E.g. latex or other allergies, seizure disorders, etc.) I further understand that it is my responsibility to inform by lab partner/classmate if I am unable to perform a specific laboratory activity.
   ___student initials

5. I recognize that I am free to withdraw my consent and discontinue participation as a subject in the laboratory activity at the time without any impact on my grade in the course (if a student) with which the laboratory activity is associated.
   ___student initials

6. I hereby release the University of Cincinnati-Clermont College, its employees, agents and students from any and all liability, loss or damage arising from, or in any way connected, with the tests, measurements and/or interventions associated with the laboratory activities in the PTA curriculum.
   ___student initials

7. Realizing that during my courses of instruction in the Physical Therapist Assistant Program (Major Code PTA), I will be involved in various class activities or activities to fulfill course requirements, I will not hold the University of Cincinnati-Clermont College, any of its employees, any facility affiliated with the University through a clinical contract, or any employee of these facilities responsible for any injuries or loss which might occur while participating in these activities, including travel to sites for observation, i.e., field trips.
   ___student initials

8. I have read this Consent and Release and understand its contents.

Signature: ______________________________________ Date: __________________________
Name (printed): ______________________________________
Address: ____________________________________________
Release of Student Information Details (FERPA-revised 5/2010)
Students frequently request references be supplied by PTA faculty act for scholarships. No special release of information is required for this activity. Students may need a certificate to verify their education within the program/college or a special letter to qualify them for state board licensing testing-no special release of information is required (on a broader scale) as in the case of the Ohio form; it asks that each student sign this form to give permission to share this information.

Future employers may also request student names and addresses for recruitment or job reference/recommendation purposes-faculty will not release this information without your expressed written approval. If you wish this information to be released, please contact the Program Coordinator for direction.

Signature____________________________________   ____________________________Date ____________

Printed Name   ______________________________________________

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Acknowledgment Form-Please tear or clip to return upon reading the handbook at the Formal Orientation Meeting
I have read the Clermont College Physical Therapist Assistant program student handbook and agree to conform to its guidelines and policies. I agree to ask the faculty for any further information or clarification(s) that I may require before signing this document.

Signed
____________________________________ Dated__________________

Printed Name   ______________________________________________

Address___________________________________________________________________