

Pierpont Community and Technical College Physical Therapist Assistant Program



Student Handbook 2026 - 2027

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**Pierpont Community and Technical College – Physical Therapist Assistant
Program Handbook
Table of Contents**

I. Table of Contents.....Pg. 2-4

II. Pierpont Community and Technical College

A. Introduction	Pg. 5
B. Mission	Pg. 6
C. Vision	Pg. 6
D. General Policies	Pg. 14
1. Harassment.....	Pg. 14
2. Medical Treatment.....	Pg. 14
3. Smoking.....	Pg. 15
4. Substance Abuse Policy.....	Pg. 15
5. Off Campus Safety	Pg. 19
6. Complaints	Pg. 19
7. Guidance on Expectations for Professional Behaviors	Pg. 20
E. Student Liability Insurance.....	Pg. 26
F. Academic Policies.....	Pg. 29
1. College Attendance Policy	Pg. 29
2. School of Health Sciences Attendance Policy	Pg. 29
3. Academic Dishonesty.....	Pg. 31
4. Academic Appeal	Pg. 36
5. Graduation Policy.....	Pg. 36
6. Complaints	Pg. 18
G. Institutional Assessment.....	Pg. 46
H. Student Information (Please refer to the Pierpont Student Handbook link below)	
1. COVID-19	
2. Tutoring	
3. Counseling Services	
4. CARE TEAM	
5. IT Help	
6. Weapons	
7. Student Code of Conduct	
8. Pierpont Virtual Bookstore https://www.bkstr.com/pierpontstore/home	

<https://catalog.pierpont.edu/content.php?catoid=13&navoid=2303>

8. Pierpont Virtual Bookstore <https://www.bkstr.com/pierpontstore/home>

III. Physical Therapist Assistant Program

A. General PTA Program Information	Pg. 6
1. Accreditation.....	Pg. 6
2. Occupational Description.....	Pg. 6
3. Scope of Work.....	Pg. 7
B. License Requirements.....	Pg. 7
C. Program Philosophy and Mission Statement	Pg. 8
D. Learning Objectives	Pg. 9
E. Essential Functions	Pg. 11
F. Financial Aid	Pg. 12
G. Disability Services	Pg. 12
H. Counseling Services	Pg. 12
I. Computer Requirement	Pg. 12
J. Fire Safety	Pg. 12
K. Campus Security	Pg. 13
L. General Policies	Pg. 14
1. Harassment	Pg. 14
2. Medical Treatment	Pg. 14
3. Smoking	Pg. 15
4. Substance Abuse Policy	Pg. 15
M. Immunization	Pg. 16
N. Criminal Background Check and Drug Testing	Pg. 16
O. Student Informed Consent	Pg. 16
P. Practical Exam Patient	Pg. 17
Q. Blood Borne Pathogens	Pg. 17
R. Off Campus Safety –	Pg. 19
S. Complaints	Pg. 19
T. Professional Behavior	Pg. 21
V. Guidance on Expectations for Professional Behaviors	Pg. 21
W. Clinical Policies	Pg. 23
1. Clinical Assignments	Pg. 23
2. Clinical Safety Policy and Procedure	Pg. 24
3. Clinical Placement Requirements	Pg. 25
4. Student Liability Insurance	Pg. 26
5. Confidentiality Policy	Pg. 27
6. Clinical Attendance	Pg. 27
7. Clinical Dress and Appearance	Pg. 27
8. Clinical Competence	Pg. 28
X. PTA Program Attendance Policy.....	Pg. 29
Y. Textbooks	Pg. 30
Z. Course Evaluations	Pg. 31
AA. Advisory System.....	Pg. 31
BB. Academic Dishonesty.....	Pg. 31

CC. Academic Standards.....	Pg. 32
1. Grading Policy.....	Pg. 32
2. Minimum Academic Standard.....	Pg. 32
3. Remediation.....	Pg. 32
DD. Plan for Improvement.....	Pg. 33
1. Progress Through the Curriculum.....	Pg. 33
2. Withdrawal and Readmission.....	Pg. 34
EE. Laboratory Policies	Pg. 38
1. Laboratory Practice	Pg. 38
2. Laboratory Safety Policy and Procedure	Pg. 39
FF. Curriculum Plan.....	Pg. 40
1. Program Mission.....	Pg. 40
2. Student Learning Outcomes.....	Pg. 40
3. Student Abilities.....	Pg. 40
4. Program Model.....	Pg. 41
5. Prerequisite Courses.....	Pg. 41
6. General Study and Support Courses.....	Pg. 41
7. Physical Therapy Courses.....	Pg. 42
8. PTA Program Model Schedule.....	Pg. 45
GG. Appendices.....	Pg. 47
1. Health Insurance Information and Waiver Form.....	Pg. 47
2. Practical Exam Patient Form.....	Pg. 48
3. Informed Consent Form.....	Pg. 49
4. Hepatitis B and HIV Education Form.....	Pg. 51
4-B.Hepatitis B Vaccination Declination Form.....	Pg. 52
5. Confidentiality Form.....	Pg. 53
6. Release of Information Form.....	Pg. 54
7. Change in Medical Status Forms.....	Pg. 56
8. PTA Program Cost to Student.....	Pg. 57
9. Clinical Experience Grading Rubrics.....	Pg. 58
10. Professionalism Rubric.....	Pg. 64

Introduction

Welcome to the Physical Therapist Assistant Program at Pierpont Community & Technical College. The curriculum is designed to help you achieve the knowledge, skills, and professional behaviors that you will need to be licensed and work as a physical therapist assistant.

Pierpont Community & Technical College is an Equal Opportunity-Affirmative Action institution. In compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act, West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the other applicable laws and regulations, the institution provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, religion, age, national origin, disability, or sexual orientation as identified and defined by law. Pierpont neither affiliates knowingly with nor grants recognition to any individual, group or organization having policies that discriminate on the basis of race, color, age, religion, sex, national origin, disability, or sexual orientation as defined by applicable laws and regulations.

The program is academically challenging and students must make a full-time commitment to be successful. Learning takes place in the classroom, laboratory, and selected health care facilities throughout the state.

This handbook is your guide to the policies and regulations that are unique to the program. Because the field of health care is always changing, we reserve the right to make changes in curriculum and program policies as they become necessary. This handbook is not a contract between student and Program.

Pierpont Mission Statement

The Mission of Pierpont Community & Technical College is: **To provide accessible, responsive, comprehensive education that works.**

Pierpont Vision

Pierpont's Vision: To empower individuals and strengthen communities through exceptional training and educational pathways.

Reference: <https://www.pierpont.edu/about/mission/>

General PTA Program Information

Accreditation

The Physical Therapist Assistant program at Pierpont Community and Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call the Program Director at 304-367-4043 or email awamsleybarr@pierpont.edu

Occupational Description

Physical therapist assistants (PTAs) are licensed health care providers who work under the direction and supervision of a physical therapist to provide therapeutic treatments to patients who have lost functional ability because of illness or injury. Patients include, but are not limited to, persons who have such disabling conditions as lower-back pain, arthritis, heart disease, fractures, head injuries, and cerebral palsy. The physical therapist evaluates the patient, plans the treatment program, and assigns treatment responsibilities to the PTA. Physical therapist assistants spend the majority of the workday directly with patients. Treatment techniques might include exercise, manual therapy, gait and balance training, and modalities including electrical stimulation, paraffin bath, hot and cold packs, traction, and ultrasound.

Physical therapist assistants also record the patient's response to treatment in the medical record and report the outcome of each treatment to the physical therapist. Career opportunities for PTAs can be found in hospitals, clinics, schools, rehabilitation centers, nursing care facilities, offices of physical therapists in private practice, and in home health agencies. PTAs may continue their education and receive a baccalaureate degree in a related field. Technical courses taken as a part of the PTA program do not necessarily transfer for credit toward a degree to be a physical therapist.

Scope of Work

State law defines the physical therapist assistant role in health care. West Virginia legislation allows a PTA to assist in the practice of physical therapy under the supervision of a physical therapist. A PTA may perform physical therapy procedures but may not interpret referrals, evaluate patients, or plan and modify treatment programs. A PTA may not work in any health care setting unless a physical therapist has an active, ongoing role as prescribed by law.

License Requirements

To be eligible for a license to work as a physical therapist assistant in West Virginia, the applicant must: www.wvbopt.com WV Code Chapter 30, Article 20

1. Be at least 18 years of age;
2. Be of good moral character;
3. Be a graduate of an accredited PTA program;
4. Pass the national licensing examination;
5. Not be an alcohol or drug abuser;
6. Not have been convicted of a felony in the last 10 years;
7. Not have been convicted of a misdemeanor or felony that relates to physical therapy.
8. Have fulfilled all requirements from the West Virginia Board of Physical Therapy (WVB OPT).
9. Submit a state and federal criminal history record check for initial eligibility to set for the licensing examination.

The licensing examination, prepared by the Federation of State Boards of Physical Therapy (FSBPT), is given through an independent computer center. Students will be eligible to take the test after graduation has been confirmed by the PTA program coordinator. The fee for the exam is approximately \$485.00. The WV Board of Physical Therapy also has additional processing charges for the application, processing fee, an optional temporary license fee, and a permanent license fee. The WVB OPT fees are approximately \$190.00. The computer center also charges a fee. Be prepared to pay over \$785.00 during the final semester so you can take the licensing exam in July after you graduate. The permanent license is renewed every two years and twenty-four (24) clock hours of continuing education per renewal period are required.

Program Mission Statement

The Program mission of the Physical Therapist Assistant program at Pierpont Community and Technical College is **to prepare graduates to be licensed as physical therapist assistants and who are able to work in any a variety of health care settings to meet the physical therapy needs of the citizens in their communities.**

Although technical competence is the predominant goal, broader academic abilities are also desired for PTA graduates. The general studies component of the curriculum provides the avenue for developing effective speaking, writing, and thinking skills to form a foundation for lifelong learning.

To fulfill this mission, the Program will achieve the following:

Program Goals:

1. Provide students with a program of study that will assist them in developing the knowledge and skills necessary to pass the National Physical Therapist Assistant Licensure Examination.
2. Use verbal, non-verbal, and written communication in an effective and appropriate manner.
3. Hold high expectations for student acquisition of academic and clinical skills, and professional behaviors so that our graduates possess entry level skills to work in the dynamic healthcare environment.
4. Maintain contact with health care providers, alumni, and consumers to ensure that the Program remains relevant and continues to serve the needs of all communities of interest.
5. Prepare graduates to communicate effectively in a culturally competent manner with patients from diverse backgrounds.

Faculty Goals:

1. Full time faculty will participate in development activities that are directed towards improving program needs.
2. Faculty will demonstrate current competency in teaching and subject matter.
3. Faculty will exhibit effective teaching techniques and design meaningful learning experiences.
4. Faculty will demonstrate professionalism, advocacy for profession, and be a good role model for student population as well as foster an environment of belonging and inclusivity for students.

Student Goals:

Students of Pierpont's PTA program will be able to:

1. Demonstrate competence in data collection through tests, measurements, and observations.
2. Use verbal, non-verbal, and written communication in an effective and appropriate manner.
3. Demonstrate the cognitive knowledge basic to physical therapy intervention.
4. Exhibit conduct that reflects practice standards that are legal, ethical, and safe.
5. Implement a plan of care established by the physical therapist.
6. Exhibit professional behavior through integrity, service, and the ability to assume appropriate responsibility.

Graduate Goals:

Upon graduation from Pierpont's PTA program, graduates will be able to:

1. Demonstrate the cognitive knowledge and critical thinking skills necessary to work as a physical therapist assistant.
2. Communicate verbally and in writing with patients, clients, health care delivery personnel and peers in an effective, appropriate, culturally competent, and capable manner.
3. Perform data collection through tests, measurements and observations and interpret results in compliance with the PTA role.

Learning Outcomes

Upon successful completion of the PTA program the graduate is expected to demonstrate the ability to:

- Implement a plan of care established by the physical therapist using appropriate technology.
- Perform data collection through tests, measurements and observations and interpret results in compliance with the PTA role.
- Communicate verbally and in writing with patients, clients, health care delivery personnel and peers in an effective, appropriate, and capable manner.
- Demonstrate professional behavior that meets legal, ethical, responsible, and safe standards with respect for individuals and cultures.

- Demonstrate the cognitive knowledge and critical thinking skills necessary to work as a physical therapist assistant.

Essential Functions

To meet these goals, the student, with or without reasonable accommodations, must be able to:

- Obtain information during class time and outside of class from lecture, text, computer-based, and video formats.
- Obtain information from the medical record.
- Produce written responses to assignments.
- Compose progress notes for the medical record.
- Complete in-class small group assignments.
- Receive and transmit information through verbal and in written communication to instructors, classmates, supervising physical therapists and/or supervising clinical instructors, patients/clients, caregivers, health care delivery personnel, and peers in an effective, appropriate, and capable manner with demonstration of sufficient auditory and visual senses.
- Demonstrate sufficient ability to: observe/assess/detect changes in patients/clients mood and activity, verbal and nonverbal response to treatment accurately within close proxemics and from afar. Visual senses are necessary and auditory senses might be necessary for observations and assessment.
- Demonstrate sufficient ability to observe proper demonstrations from patients/clients accurately from afar and within close proximity.
- Gross and fine motor skills, as well as, auditory, tactile, and olfactory senses may be necessary to monitor, assess, and respond to patient care situations safely and efficiently.
- Perform physical therapy techniques in high (standing), medium (sitting), and low (squatting, stooping) body positions.
- Operate equipment with knobs, switches, touch pads, and touch screens.
- Lift and position classmates, instructors, patients/clients, and equipment.
- Assist and guard classmates, instructors, and patients/clients while they practice standing, walking, and moving into and out of wheelchairs or other surfaces.
- Assist classmates, instructors, and patients/clients while they perform therapeutic exercises.
- Perform physical therapy techniques and move about the clinical facility for up to 8 hours a day, 40 hours a week.
- Assess the patient's verbal and nonverbal response to treatment.
- Complete multi-step work assignments.
- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgment to approach highly stressful situations in a calm, safe, and rational manner.
- Be flexible to adapt to professional and technical change.
- Follow attendance guidelines appropriate for an entry level healthcare provider.
- Abide by the ethical and values-based behavior defined by the Physical Therapy Profession.

Financial Aid

Financial aid in the form of scholarships, grants, loans, and employment is available to worthy students who need assistance in meeting their college expenses. Students applying for financial aid for the next academic year should contact the financial aid office to inquire about applications and deadlines. Application forms are available at the Caperton Center and Fairmont Campus. Applications and answers to frequently asked questions are also available online at: <https://www.pierpont.edu/cost-aid/financial-aid/resources/financial-aid-faqs/>

Disability Services

The program follows the disability services policy as outlined in the Pierpont Community & Technical College Academic Catalog. Students who believe they have a disability that may interfere with their participation in the PTA program should contact The Office of Disability Services at <https://www.pierpont.edu/current-students/disability-services/>. For additional information, please call (304) 534-7878 or email access@pierpont.edu.

Counseling Services

Counseling services are available to all students and contact with the Counseling Services are held in strict confidence. For appointments contact Support Services at access@pierpont.edu. Students also have access to online counseling through BetterMynd. More information can be found at <https://www.pierpont.edu/current-students/bettermynd-online-therapy-for-students/>.

Computer Requirement

Program students are not expected to own personal computers although most PTA courses have assignments that require internet access to complete. All students have access to College computer labs at the Caperton Center or Advanced Technology Center campuses. Word processing, spreadsheet applications, and Internet services are available. Student e-mail accounts can be accessed from any computer with Internet access. If students experience technical support needs, please contact the IT Help Desk at 500 Galliher Drive, Fairmont, WV 26554; phone (304)333-3731; or email help@pierpont.edu.

Fire Safety

When the fire alarm for the building sounds, all occupants are to exit the building via the stairwells located at either end of the hallway and maintain a safe distance away from the building. Alarm controls are located by any entrance to the stairwell in the event a student discovers a fire before the alarm has sounded. All students are encouraged to familiarize

themselves with the locations and emergency exits. Information concerning emergency exits are posted at or by each classroom location. Please review the campus safety plan for additional information.

Campus Security

A security officer can be reached by notifying the attendant at the reception desk in the first floor lobby or calling (304) 919-5184. Local police and emergency medical services can be called if needed.

General Policies

The program adheres to all institutional policies. Such policies are published in the

- *Catalog*
<https://catalog.pierpont.edu/>
- *College Student Handbook*, located within the academic catalog on the left hand index:
<https://catalog.pierpont.edu/index.php>

and/or other institutionally recognized forms and include but are not limited to academics, hazing, soliciting, smoking, alcohol and illegal drugs, weapons, computer abuse, and harassment.

Where appropriate, policies have been applied more specifically to program operations and are detailed in this handbook. Policies that are specific to the program were developed by core faculty according to institutional procedures. In all cases, program policies support and do not contradict institutional policies.

Harassment

Neither the College nor the Program tolerates harassment of other people in any form or for any reason. Definitions of harassment and procedures for making a complaint are contained in the *College Student Handbook* <https://catalog.pierpont.edu/index.php>

Medical Treatment

The College does not provide individual health and accident insurance for students. **Therefore, students should be covered by a health insurance before entering the PTA Program.** Students are responsible for any expenses incurred as a result of illness or accidents including those that might occur in student laboratories or clinical sites. Students are responsible for any expenses incurred as a result of illness or accidents in any aspect of the program, including classroom, laboratory, or clinical facilities. Students are responsible for notifying the PTA Program faculty of any changes or updates to their health insurance status form. Students are required to complete a health insurance status form prior to attending clinical rotations. Students are also responsible for notifying instructors of any change in medical status (including pregnancy), since their last on file physical examination, that could impact their ability to safely perform laboratory activities or clinical rotations. Students may be requested by the Program Coordinator/Director to consult Disability Services or their primary care physician with documented limitations and/or restrictions prior to returning to classroom, laboratory, or clinical rotations to ensure safety.

(Health Insurance Information and Waiver Form See Appendix 1)

(Change in Medical Status Forms See Appendix 7–A and 7-B)

Smoking

Smoking and the use of smokeless tobacco and vapor devices are prohibited in all buildings and facilities of Pierpont Community and Technical College. This applies to the Gaston Caperton Center in Clarksburg, the Robert C. Byrd National Aerospace Education Center in Bridgeport, the North Central Advanced Technology Center in Fairmont and all regional locations. Smoking is also prohibited in any motor vehicle owned, leased, or otherwise operated by the college. Visitors are expected to comply with this policy. Tobacco products will not be sold on campus. Complete regulations are available in the *Pierpont Student Handbook* at <https://catalog.pierpont.edu/index.php> . For more information on this policy, please refer to Board of Governors Policy 60.

Substance Abuse Policy

Policy: Pierpont does not permit or approve of the possession, distribution, or use of alcoholic beverages or illegal drugs on the campus, or in any College approved residence, or by recognized campus organizations. Individuals found in violation of alcohol policies or state law, or who display prohibited or disruptive behavior as a result of intoxication while on the premises, or while participating in a Pierpont-sponsored activity, may be subject to disciplinary action or subject to prosecution. Complete regulations are available at: <https://catalog.pierpont.edu/index.php>

1. Drug testing is required prior to clinical placement and may be requested at random any time during attendance in the program.
2. PTA students will follow the substance abuse policy at each clinical affiliate where they may be assigned for clinical education.
3. Classroom or clinical intoxication will result in immediate removal from the classroom/clinical site with further disciplinary action, which may include dismissal from the program.
4. A failed drug screen will result in disciplinary action and may include dismissal from the program. (Additional documentation from your healthcare provider may be needed for clinical placement).
5. Counseling services are available for students who are concerned about their drinking or drug abuse. For more information, call (304)367-4792 or refer to Counseling services located in the Academic Catalog.

Immunization

All students of the State System of Higher Education under the jurisdiction of the State College System Board of Directors who were born after January 1, 1957, are required to provide proof of immunity to measles and rubella. Students are requested to provide proof of immunity on or prior to beginning clinical rotations in PHTA 1106. Meningococcal vaccine is strongly recommended. In addition, PTA students are required to have Hepatitis B, varicella, and mumps vaccinations and a tuberculosis test prior to clinical placement. Specific requirements are detailed in the clinical policy section of this handbook.

Criminal Background Check and Drug Testing

Students who are offered admission to the Pierpont Community and Technical College Physical Therapist Assistant program are required to have a criminal background check. Complete instructions on obtaining and forwarding these documents will be provided to students who are offered admission, prior to matriculation. Clinical rotation sites that require a criminal background check may deny a student's participation in the clinical rotation because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experience for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations, or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program. Regardless of whether or not a student graduates from Pierpont, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies or state licensure board.

Student Informed Consent

Policy: Students who are accepted into the physical therapist assistant program will be informed of the risks associated with physical therapy education and clinical work so that they can make informed decisions about whether to matriculate into the program.

Procedure:

1. Students will read and sign a waiver document prior to the start of the technical program classes.
 2. Questions about the contents of the document will be answered prior to signing.
 3. Risks associated with laboratory practice and clinical work will be explained.
 4. License requirements in West Virginia will be explained.
 5. Criminal background checks and drug testing requirements will be explained.
 6. Photograph and video recording requirements will be explained.
 7. Clinical and lab dress will be explained.
- (Student Informed Consent Form see Appendix 3)

Practical Patients

Policy: Program faculty believe that all persons who serve as patients for practical exams should be aware of the potential risks inherent in physical therapy procedures and consent to serve as volunteers.

Volunteers from outside the program will read and sign the informed consent form prior to serving. A copy of the signed consent form will be attached to the practical exam form.

Students who have not completed the appropriate coursework to learn contraindications for physical therapy procedures will read and sign the informed consent form prior to serving.

1. The assigned form will be retained in the office files.
2. Students who refuse to answer the questions on the consent form will be excused from participating, but they will be given an alternative assignment to substitute for serving.

(Practical Exam Patient Form See Appendix 2)

Blood Borne Pathogens

Policy: Physical therapist assistant students are at risk for contacting infectious diseases in the clinical settings to which they are assigned. Students are required to observe the following procedures to minimize risk of exposure to blood borne pathogens.

1. All PTA students shall be vaccinated for Hepatitis B prior to clinical assignment. Students refusing the vaccine, those who have not yet begun the series, and those lacking a titer sufficient for protection from HBV must sign a waiver before beginning any clinical experience. (Hepatitis B Vaccine Declination Form see Appendix 4-B)
2. Costs and documentation for HBV vaccinations are the responsibility of the student.
3. When working with blood or any other body fluid or potentially infectious substance, Standard Precautions must be followed. Students will be instructed in Standard Precautions prior to clinical assignment.
4. During clinical rotation, students will follow the blood borne pathogen policies and procedures of the clinical affiliates to which they are assigned.
5. Any occupational exposure shall be reported to the Director of Clinical Education, Program Coordinator, and College Safety Director. An incident form will be placed in the student's file.

6. Students with occupational exposure during didactic training will report to and follow the guidelines of the clinical instructor and clinical affiliation site.
7. Students with occupational exposure during clinical rotation will report to the clinical instructor and follow affiliate guidelines.
8. Pregnant students are not automatically restricted from participation in class or clinic. Students must notify instructors of pregnancy to be counseled about potential risks to the fetus associated with exposure.
9. Students who have been diagnosed as HIV positive are not automatically restricted from participation in class or clinic. A restrictive illness such as tuberculosis, open wounds, or uncontrolled body secretions may prevent participation.
10. Students with HIV have a greater risk of contracting other infectious diseases that may be present in the health care setting. Students with HIV will be counseled about potential risk associated with exposure.
(Hepatitis B Virus and HIV Virus Form see Appendix 4-A)
11. The student's physician, in conjunction with College officials and PTA faculty, will determine on an individual basis whether a student can safely perform duties associated with classroom, laboratory, or clinical assignments.
12. PTA students are responsible for medical fees to treat any injury they may sustain in the laboratory or clinic. All accidents on campus, during an off-campus class activity, or during a clinical affiliation must be reported to an instructor immediately. An incident report form will be filled out and placed in the student's file and submitted to the College Safety Officer. The form will include documentation on how to avoid future accidents.

Off-Campus Safety

Policy: The procedures to assure the safety of students, program faculty, and members of the public during off-campus educational experiences will be comparable to those for on-campus experiences.

Procedure:

1. All safety policies that apply to on-campus activities will apply to off-campus activities.
2. Regularly scheduled, recurring off-campus experiences provided for the purpose of curricular outcome attainment that take place in clinical facilities for which current agreements are in place and the responsibilities of the school and clinical center are specified. Student attendance will be mandatory.
3. Regularly scheduled, recurring off-campus experiences provided for the purpose of curricular outcome attainment that take place at non-clinical facilities will occur, and student attendance will be mandatory. Faculty will contact the Dean's office to obtain extra liability coverage on students for the experience.
4. A mandatory alternative learning activity will be provided for students who do not attend and have an excused absence for off-campus experiences.
5. Incidental off-campus experiences suggested for extracurricular enrichment will be voluntary and students will not be required to attend or participate in an alternative activity.

Complaints

Policy: Program faculty believes that all persons who are affected by the operations of the Program should be treated competently, fairly, and with respect. Any and all complaints will be resolved to the best of our collective ability.

1. All complaints from persons associated with the program or from the general public will be directed to the Program Coordinator/Director and a record of receipt and resolution will be maintained in the program office.
2. Harassment complaints by faculty or students will be handled through the procedure recorded in the *Pierpont Faculty and Student Handbook*,
<https://catalog.pierpont.edu/index.php>
3. Academic concerns of students, such as a grade or suspension appeal will be handled by

following the procedure recorded in the *Pierpont Student Handbook*.

4. Complaints concerning the clinical performance of a student will be referred to the Director of Clinical Education. The complaint will be investigated and correlated with information obtained through other direct and indirect measures of student performance. Resolution will be documented in the individual student file. If the nature of the complaint suggests possible liability on the part of the College, information obtained will be forwarded to the Dean of the School of Health Sciences.
5. Complaints concerning the clinical performance of a graduate will be referred to the Director of Clinical Education. The complaint will be investigated and correlated with information obtained through other direct and indirect measures of student performance and evaluated as part of on-going Program assessment. If the nature of the complaint suggests possible criminal behavior, the complainant will be referred to the West Virginia Board of Physical Therapy.
6. Complaints that fall outside the realm of due process that cannot be resolved by the Program Coordinator/Director or Director of Clinical Education will be referred to the appropriate College department for dispensation.
 - a. Admission policy complaints referred to Dean of the School of Health Sciences.
 - b. Complaints about program faculty referred to Dean of the School of Health Sciences.
 - c. Complaints about clinical sites referred to Director of Clinical Education.
 - d. Facilities complaints referred to Director of Facility Operations.
 - e. Parking complaints referred to Director of Facility Operations.

All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints regarding Accreditation of this program should be addressed to the Commission on Accreditation in Physical Therapy Education. This Commission is located at 3030 Potomac Ave. Suite 100, Alexandria, VA 22305-3085. No retaliation will occur by PC&TC or the PTA Program due to a complaint being filed.

Professional Behavior

Policy: Students are expected to demonstrate appropriate professional and ethical behavior in the classroom, laboratory, clinical setting as a requirement for successful completion of the physical therapist assistant program. PTA students are expected to comply with the American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant and the APTA Guide for Conduct of the Physical Therapist Assistant. In addition, each student is expected to abide by West Virginia Code Section 30-20-1, et seq., Physical Therapists. The faculty will address ethical and professional behaviors throughout the program with the use of the Professional Behaviors rubric formally at the end of each full term semester of the program. Unethical, unprofessional, or illegal conduct is cause for dismissal from the program. Depending on the type of unprofessional behavior, the student may be terminated immediately or given a written warning of unaccepted behavior. Repeat offences of this behavior can result in the student being placed on probation or **termination** from the PTA Program. The Pierpont Student Handbook contains additional information regarding student rights and responsibilities. Students are responsible to reviewing and being familiar with these policies. See Appendix for Professional Behaviors Rubric.

Professional Behavior is the appearance, actions, and communications that create the impression that an individual is capable, competent, and qualified to perform the duties of a health care professional. These behaviors include conforming to the standards and/or rules set by the program/workplace, treating others with respect, and reliably performing assigned duties. Adherence to the Physical Therapy profession, the college, and PTA program's requirements are expected. Professional behavior is further defined as:

- Integrity: the quality of possessing and steadfastly adhering to high moral principles and professional standards.
- Responsibility: actions that demonstrate the acceptance of the role and obligation of the student.
- Demeanor: behavior, manner, and appearance that demonstrates professional character.
- Service: actions that demonstrate a willingness to meet the needs of others.

Procedure:

1. Standards and rules that reflect professional behavior in the classroom, laboratory, and clinic will be listed in course syllabi and in the Professional Behaviors Rubric.
2. The Professional Behaviors Rubric will be used for grading professional behavior along with specifications in course syllabi.
3. The threshold for satisfactory professional behavior will be specified in course syllabi and/or the document itself.
4. Students will complete a self-evaluation of professional behaviors using the Professional Behaviors Rubric at the end of each full semester.

5. Faculty will complete evaluations of professional behaviors of each student in one of the student's PHTA courses at the end of each full (Spring and Fall) semester.
6. Student and faculty will then meet individually to discuss the rubric, its scores, and how student can improve professional behavior.
7. Copies of rubric will then be placed in student file after discussion.
8. The threshold for satisfactory professional behavior will be specified in course syllabi (for didactic professional behavior) and clinical education rubrics as listed in the PTA Student Handbook.
 - The thresholds are the following:
 - Beginning of Semester II: All Professional Behaviors at least beginning level
 - End of Semester II: 50% of Professional Behaviors at intermediate level or higher
 - End of Semester IV: all Professional Behaviors at least intermediate level
 - End of Semester V: all Professional Behaviors at entry level
9. Satisfactory professional behavior is required for progression through the curriculum.
10. Unsatisfactory professional behavior can result in probation and/or dismissal from the program.

Guidance on Expectations of Professional Behavior can be found in the following sources:

Professional Documents: (Refer to www.apta.org)

1. Code of Ethics for the Physical Therapy Profession
2. Core Values
3. Values-Based Behaviors for the Physical Therapist Assistant

College Documents:

1. Pierpont Student Handbook
 - a. Student Code of Conduct
<https://catalog.pierpont.edu/index.php>
2. Professional Behaviors Rubric (see appendix)

Clinical Policies

An important part of physical therapist assistant education takes place during clinical rotations that are scheduled throughout the curriculum. The College has developed a network of clinical faculty throughout West Virginia to ensure the “hands-on” application of the knowledge and skills that students learn in the classroom and laboratory. The clinical work performed as a part of the Physical Therapist Assistant Program is unpaid and treatment for any injury or illness sustained during clinical assignments is the student's responsibility. Students must provide their own transportation to clinical experiences. Clinical policies are monitored continuously and changes are made as needed.

Clinical Assignments

Policy: The PTA curriculum will prepare students to work in a variety of physical therapy settings. Facilities used for clinical assignments throughout the program will include, but are not limited to, outpatient clinics, acute care and rehabilitation hospitals, long-term care facilities, and home health agencies.

Procedure:

1. Each student will have an outpatient and an inpatient rotation with the third long term rotation assigned according to individual student need.
2. Students may be required to travel to neighboring regions in order to have an appropriate clinical assignment.
3. Student preferences are considered in the assignment process, but the Director of Clinical Education (DCE) makes the final decision.
4. Students will not be assigned to a facility where they are currently employed.
5. Students will not be assigned to a facility where they were previously employed or where they would be supervised by a therapist or assistant who was a previous supervisor.
6. No two long-term assignments will be scheduled for the same facility.
7. Students must conform to the rules, regulations, and policies of the clinical facilities where they are assigned for clinical rotations.
8. A clinical facility can immediately deny a student access to the clinical facility for failure to conform to applicable rules, regulations, and policies.
9. Students who are asked to leave a facility may be subject to disciplinary action at Pierpont Community and Technical College, including possible dismissal from the program.
10. Students are responsible for personal expenses associated with clinical education.

Clinical Safety Policy and Procedure

Policy: Clinical education is a critical component of physical therapist assistant education. During clinical training, students may be exposed to blood and other potentially infectious materials. Students also risk injury during the lifting and strenuous physical activity associated with patient care. In addition, students are at risk for legal action if patients are injured by the actions or inactions of the student. Procedures are in place to minimize the physical and legal risk to students.

1. Students will be instructed in body mechanics principles for all physical therapy procedures.
2. Students will demonstrate mastery of standard precautions for blood borne pathogens.
3. Students will demonstrate mastery of critical safety objectives on skill check-lists.
4. Students will provide evidence of immunizations and/or titers as required by clinical affiliates.
5. Students will pledge confidentiality in regards to all clinical activities.
6. Students will clearly identify their student status when introducing themselves to patients. Patients have the right to decline treatment.
7. Students will follow the safety policies and procedures of the clinical affiliates to which they are assigned.
8. The college will provide professional liability insurance to PTA students who are enrolled in the program. This coverage does not include after-hours work for salary or other activities that are not required or assigned by the program.

Clinical Placement Requirements

Students will be practicing physical therapy skills in clinical facilities in the state of West Virginia. In order to keep the students and patients safe, several requirements are needed prior to starting clinical rotations.

Immunization Policy: The clinical sites are required by other agencies to reduce the risk of infection to patients through immunization of employees. Students who wish to affiliate with those clinical sites must also provide evidence of immunization to the following disorders:

1. Measles, Mumps, and Rubella (MMR) through documented proof of positive titer. Additional physician documentation may be needed for clinical site placement if immunity is not confirmed through positive titer.
2. Varicella (Chicken Pox) through the following: 2 vaccinations or history of disease verified by physician and Positive antibody titer. Additional physician documentation may be needed for clinical site placement if immunity is not confirmed through positive titer.
3. Hepatitis B virus through immunization records or documented proof of positive titer. Students may refuse the vaccination by signing the "Hepatitis B Vaccination Declination Form." (Hepatitis B Vaccine Declination Form see Appendix 4)
4. Tetanus, diphtheria, and pertussis through documentation of a Tdap booster within the past 10 years.
5. Completion of Program Physical Form
6. Completion of negative 10 panel Drug Screen
7. Current Flu Vaccine. If a student is unable to receive an annual flu vaccine due to a medical condition, additional physician documentation may be needed for clinical site placement.

A positive history or a positive titer is required for Varicella, MMR, Rubeola, and Rubella. If there is a negative history or titer, one booster shot may be recommended by your physician. For Varicella, one booster shot may be recommended by your physician and a second titer is required. Students who refuse to provide proof of immunization will not be eligible for placement in clinical courses and cannot complete the requirements for the PTA degree.

Additional Requirements:

In addition to the required immunizations, the student will also provide proof of:

1. Negative 2 step tuberculin skin test. If positive PPD, then negative Chest X-ray will be required, and a report must be submitted with physician clearance **with** documentation of successful treatment before attending/returning class, lab, and/or clinical rotations.
2. Current Health Provider Class CPR Card
3. Negative Drug Screen (Included with Certified Background Package)

4. Negative Criminal Background Check (Included with Certified Background package)
5. Completed Change in Health Status Form (Completed if health changed during the program. Must be completed by a physician.)

Students who refuse to provide documentation of negative tuberculin test, CPR training, negative criminal background, negative drug screen, and reportable conditions will not be eligible for placement in the clinical courses that are part of the curriculum and cannot complete the requirements for the PTA degree.

Liability Insurance

West Virginia provides liability insurance for students in clinical practice as assigned by the PTA program. Students are not obligated to maintain any other liability insurance. This insurance does not apply when students are engaged in activities other than those scheduled by the Physical Therapist Assistant Program.

Confidentiality Policy

Policy: When assigned to clinical rotations that take place in health care facilities, students will receive or be exposed to confidential information including, but not limited to patient records, patient information, patient disclosure, policies, procedures, and/or protocols of the Clinical Affiliate. Likewise, academic and clinical faculty will receive or provide academic information about student performance. Respect for confidentiality is essential for academic faculty, clinical faculty, and students as they collaborate in clinical education activities. PTA classes and labs are considered to be an extension of the clinical setting. The list below pertains to the lab as well as the clinic.

1. Students will sign an agreement to hold all clinical information as confidential prior to clinical placement. (Confidentiality Form see Appendix 5)
2. Academic faculty will share relevant student information with the assigned clinical instructor and clinical affiliates as needed to facilitate the clinical assignment. This release of information would include but not be limited to immunization records, physicals, background checks, and drug screens. Consent for release of information is required by the student. (Release of Information Form see Appendix 6)
3. Clinical faculty will share relevant student information with academic faculty as needed to conduct the evaluation of student performance.
4. Discussing students, patients, and/or procedures with friends, family members, or the general public, either in person, over the phone in text messages, or on Facebook, or similar social media sites, is a violation of the confidentiality policy.
5. Taking pictures of patients or clinical set-ups, or photocopying clinical records, whether or not the pictures or records are shared with persons outside of the clinical setting, is a violation of the student confidentiality policy.
6. Additions to the Confidentiality Policy:
 - a. Disclosing academic or personal information about classmates (this includes photos, videos, or audio recordings of students during classroom or laboratory activities) without written permission.
 - b. Taking photos, videos, or audio recordings of program instructors without written permission.
 - c. Sharing of PTA Program written exams, practical exams, or quizzes.
7. Violation of clinical confidentiality or PTA Program specific confidentiality policies may result in dismissal from the PTA program.

Clinical Attendance

Students are required to complete all of the required hours for clinical education rotation assignments and failure to do so will result in an incomplete grade for the course. Assignments must be completed before the start of the next term. A significant delay may necessitate student withdrawal from the program or enrollment in an additional term. Absences due to health or emergency situations must be reported to the Director of Clinical Education (DCE) to be dealt with on an individual basis. Excessive tardiness and failure to notify the clinical instructor and DCE before being absent or tardy are serious breaches of the professional behavior that is expected of students and can result in failure of the clinical assignment.

Clinic Dress and Appearance Policy

Students in the Pierpont PTA program represent the physical Therapy profession, as well as the college and should dress and appear according. All students must adhere to the dress and appearance code of each clinical placement. Failure to follow the dress and appearance code at a clinical facility will prohibit progression in the Pierpont PTA program.

The dress and appearance code is as follows but not limited to:

1. Neat, clean, appropriate clothing. If students are unsure of what is considered appropriate, they are to speak with faculty.
2. Clean shoes
3. Name tag
4. A student may wear scrubs if approved by the clinical facility
5. Hair must be neat, clean and out of face. Beards and mustaches must be short, clean, and well-groomed. Infection control will also be considered and if a risk is present, the student must adhere to the clinical policy or the student will not be reassigned.
6. No artificial nails. If nail polish is worn, it must be neat. Nails are to be short and clean.
7. Nose piercings are limited to a maximum of 1 and must be a stud less than 2 cm in diameter. No other facial piercings will be allowed. Piercings must be removed if deemed inappropriate by clinical facility.
8. Tattoos must be covered if deemed inappropriate by clinical facility.

Exceptions may be made for cultural, medical, or religious reasons via the discretion of the PTA faculty.

Clinical Competence

Policy: Before students can be placed in the clinic to practice physical therapy skills with patients, they must be judged by program faculty to have the knowledge, skill, and professional behavior needed to be competent. Students will not be permitted to begin a clinical assignment until they demonstrate competence in both lecture and lab curriculum.

Procedure:

1. Knowledge competence is determined by exam averages and course grades. Students must have at least a 75% exam average in all PTA courses AND an overall course grade of $\geq 75\%$ or better to be considered competent in knowledge prior to attending a clinical assignment.
2. Professional behavior competence is determined by a grading rubric. Students must achieve at least 75% on the professional behavior rubric to be considered competent in professional behavior.
3. Skill competence is determined by practical exams and check-offs. Students must score at least 75% on each exam item, 75% overall, and with no critical point scored “No” to pass a skills check-off and practical exam.
 - a. Students are given checklists during laboratory practice so they know what is expected and how performance will be judged.
 - b. Skill performance is graded individually prior to practical exams. Student must meet skill check-off competency prior to taking a practical exam.
 - c. Practical exams are comprehensive. They are presented in the form of care plans that become progressively more difficult over the course of the program and skills that are learned in previous courses are tested again.
 - d. Students are given three chances to pass a practical exam and check-off, with **mandatory practice between attempts. Students may not complete a retake for a skills check off or practical exam on the same day in which one was failed.** Students who do not pass a check-off or practical exam in three attempts or less will receive a failing grade for the course and will not be able to matriculate through the program.
 - e. **If students fail a practical exam, the maximum score for the practical will be a 75% as the final grade.** Students are required to re-take and pass another practical exam in three attempts or less to show competency.
 - f. **If a student fails a skills check off, the first attempted skills check-off score will be the final grade.** Students are required to re-take and pass the check off in three attempts or less in order to show competency.
4. Written notice of the techniques in which students have demonstrated competency and are expected to perform during each clinical rotation are provided to each clinical placement.

Academic Policies

College Attendance Policy:

Students are expected to regularly attend the class and laboratory sessions of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Although a student may jeopardize his/her grade by nonattendance, the final grade should reflect performance, not attendance only.

Program Attendance Policy:

Attendance is a professional behavior that students are expected to develop as a part of the program. In the clinic, the supervising physical therapist relies on the assistant to be present when scheduled so that the needs of the clients can be met. If a staff member is absent or tardy, patient care can be compromised. For this reason, unexcused absence and tardiness from required in person PTA lectures, laboratory, and clinical meetings is always penalized. Students are awarded points for professional behavior and if they are absent or tardy, points are deducted from the course total. A physical therapist assistant should NEVER fail to show up for work without calling the therapist before the expected start of the work day. Similarly, students are expected to notify the instructor prior to missing or being tardy for a class meeting. **No make-up work is given if students are absent without prior approval.** The specific penalty for absence will be detailed in each course syllabus and distributed at, or prior to, the first class meeting. Students may appeal if they believe they have been unfairly penalized for an absence by following the procedure found in the Pierpont Student Handbook located within the academic catalog: <https://catalog.pierpont.edu/index.php>

Excessive absences will result in professional behavior point reduction. If professional behavior points average is <75% student will not successfully pass course. Please see further details below on absences and tardies and their repercussions. In addition, excessive absences that result in failure of a course will prevent the student from advancing to the next term, and delay student graduation.

Program Excused absences include but are not limited to:

1. Institutional Absence
2. Unforeseen circumstances or personal tragedies such as death of immediate family member
3. Medical illness or injury

Unexcused Absences will result in the following:

First offense: verbal warning.

Second offense: written warning and placed on **probation**.

Third offense: dismissal from the program.

Students that miss **TWO** class periods in a course during a semester will be placed on probation as well as will receive a written warning. **ONE** absence or tardy episode during the probationary period will result in **dismissal** from the program. Students are required to contact faculty via email or phone call PRIOR to absence and follow policies within syllabi regarding make up work.

Dismissal due to lack of professionalism. The instructor and/or program director reserves the right to dismiss a student from class at any time due to lack of professionalism. If this situation occurs, the dismissal will be counted as a tardy and/or unexcused episode and will result in point deductions. (Please note: excessive complaints about clinical field placements may be deemed unprofessional conduct.) Cheating and plagiarism is also considered an unprofessional act. Please refer to the Pierpont Student Handbook for more details.

Tardiness: Students are expected to be in their seats and prepared for class at the scheduled class start time. This includes: the beginning of class, after instructor approved class breaks, or leaving early. Professional behavior points will be deducted from the overall course grade total for any tardiness. Students should arrive on campus a minimum of fifteen minutes early to allow adequate time and preparation for class.

Tardiness will result in the following:

First offense: verbal warning.

Second offense: written warning and placed on **probation**.

Third offense: dismissal from the program.

Students that receive **ONE** tardy episode during the probationary period will result in **dismissal** from the program unless otherwise determined by the instructor.

Textbooks

Textbooks that are required and recommended will serve as references throughout the classroom and clinical phases of the PTA program. Students should keep all textbooks at the end of a course to use throughout the program.

Course Evaluation

Students will be given the opportunity to evaluate the course and instructor after each PTA course. Faculty use the information obtained to improve the program.

Advisory System

Each PTA student will be assigned an advisor who is a member of the PTA faculty. The advisor will assist in course selection, but it is the student's responsibility to know the requirements of the program and to make an appointment for a conference prior to pre-registration. PTA faculty post office hours when they are available for conference, but it is to the student's advantage to call and schedule an appointment. No changes should be made in a program (add, drop, withdraw) without the advisor's consent. Regular individual conferences are scheduled between students and program faculty. These strategy sessions are used to advise students of their progress in the program and written records are kept. All discussions are strictly confidential.

Academic Dishonesty

Cheating and plagiarism, as defined in the Pierpont Catalog and Student Handbook, may be grounds for probation and/or dismissal from the PTA program. A student who cheats to fulfill program requirements does not possess the moral character needed to be licensed as a physical therapist assistant. Please refer to the Pierpont Student Handbook for additional information at: <https://catalog.pierpont.edu/index.php>

Academic Standards

Grading Policy

1. All PTA courses will be graded according to competency based standards. Written and practical exams and written and oral projects will be used to evaluate student performance.
2. Students will be assigned letter grades in all PTA and academic courses. PTA courses will be graded according to the following scale:

93-100% A
85-92% B
75-84% C
65-74% D
Below 65% F

Minimum Academic Standards

1. Students must earn at least a "C" on each exam in each course. If an exam score is below a 75%, students must retake the exam or complete an appropriate remediation activity as deemed by the instructor for competency of knowledge. Dates for retaking an exam or completion of the remediation activity are to be scheduled with the course instructor.
2. Students must earn at least a "C" in all PTA and academic courses.
3. Students must have at least a 75% exam average, at least a 75% overall course average, and show competency in laboratory activities through skills check-offs and practical exams (passing course with 75% or higher) in all technical PTA courses during the respective term to matriculate to the scheduled clinical education course and next curricular term.
4. If the exam average falls below 75% the course grade will be determined solely by the exam average.

Remediation

1. If an exam average is below 75% and/or a course average is below a "C" at mid-term or near the end of the term, the student must meet with his/her advisor to develop a plan of improvement.
2. If the midterm rating for a clinical assignment is not satisfactory, the student must meet with the Director of Clinical Education to develop a plan of improvement.

3. It is the student's responsibility to notify his/her advisor that a grade below a "C" is anticipated or clinical performance is not satisfactory.
4. If the student obtains a 75% or below on any exam in a PHTA course, the student will need to meet with the faculty member and PTA tutor to complete remediation.

Plan of Improvement

1. The student and his/her advisor will develop a plan of improvement when course performance falls below the required level or when clinical performance is not satisfactory. It is the student's responsibility to schedule a meeting with his/her advisor when course or clinical performance is unsatisfactory.
2. Additional persons such as the PTA program coordinator, course instructor, or clinical instructor may participate in developing the plan of improvement.
3. Additional assignments or tutoring may be proposed to remediate unacceptable grades. Any expense as a result of implementing the plan of improvement will be the responsibility of the student.
4. An additional clinical assignment with the same or different clinical instructor may be proposed to remediate a failing clinical grade. The length of the additional assignment will be determined on an individual basis.
5. Remediation may not be possible in all instances of failure.

Progress through the Curriculum

1. Students must satisfactorily complete every academic and clinical course before the start of the next term to continue in the program.
2. PHTA Course Substitutions:
A student may transfer a course from a professional physical therapy or another PTA program to allow for course substitutions for an open-enrollment PHTA course. PHTA courses within the formal technical PTA curriculum will need to be taken in their entirety at Pierpont and course substitutions from other institutions will not be accepted.
3. Students must satisfactorily meet academic standards by receiving a minimum 75% exam average, minimum 75% overall course average, and show competency in laboratory skills check-offs and practical exams in all program courses during the respective term in which

a clinical rotation is scheduled before being able to attend the clinical affiliation. If a student does not meet the academic course standards prior to the start date of the clinical rotation, the student will not be eligible to attend and will not be able to matriculate to the next term.

4. Students must demonstrate satisfactory professional behavior to continue in the program.
5. Students who withdraw from a course to avoid receiving a grade below “C” will be dropped from the program. Proper exit procedure must be followed in such cases.

Withdrawal and Readmission

1. Students who choose to leave the PTA program for any reason must complete an exit interview with the PTA program coordinator and/or faculty advisor.
2. Students who choose to withdraw from the college should follow the Pierpont policy as specified by the Registrar. Please refer to the registered link for further information.
https://forms.office.com/Pages/ResponsePage.aspx?id=tFr3Ci9mjU-ZcP59QSOTWR64pA5IRq1Ph685rbY_3ttUQ0JJQIBRMDRISldPOVpVUTdKNENWS EQwRSQlQCN0PWcu
3. Students who withdraw from the PTA program in good academic standing and professional standing who follow Pierpont procedure may re-enter the following year.
 - a. Students may be required to demonstrate competence in previously completed courses as a condition for readmission.
 - b. Students may be asked to sit for exams, skill check-offs, and practical exams in previously completed courses as a condition of readmission. Competence will be demonstrated through satisfactorily meeting the minimum 75% exam average and passing skills-check-offs, and practical exams with a 75% or higher.
 - c. Good academic standing is defined as a “C” or better average in all courses, adherence to professional standards, and adherence to proper exit procedure from the program.
4. Students who leave the program because of a failure to meet academic or clinical standards may be considered for readmission.
 - a. Students who fail to meet academic standards during the first semester must reapply and compete for a position in the next class.
 - b. Students who fail to meet academic standards after the first semester may be required to demonstrate competence in previously completed courses as described in 3a and 3b above.

5. Students who are asked to leave the program because of a serious lapse in professional behavior or unethical conduct will **not be eligible for readmission.**
6. Readmission is not guaranteed in any circumstance.
7. Students who have been away from the program for greater than one calendar year are not eligible for readmission and must reapply for the program.

8. Students who have left the program, but have not followed proper exit procedure are **ineligible for readmission.**
9. **Two Facility Rule.** If the student is declined or removed by two or more clinical sites for any reason (i.e. behavioral concerns, academic concerns, criminal background), the student may be dismissed from the program **and ineligible for readmission.**
10. A student is eligible for readmission into the PTA program **one time only.**

Academic Appeal

It is the policy of Pierpont Community & Technical College that students be graded fairly. If a student believes that a final grade in a course is not fair, the student may appeal by following the procedure outlined in the *Student Handbook*. The handbook is available on-line at <https://catalog.pierpont.edu/content.php?catoid=9&navoid=1228>

Graduation Policy

Upon successful completion of the following criteria, students will be granted an Associate in Applied Science Degree with a major of Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program technical coursework with a minimum grade of “C” (75%) for each technical course and at least a 70% in all general education courses. Students must also complete all program technical course with $\geq 75\%$ written exam average along with completing all practical examinations and skills check offs with $\geq 75\%$ and without an “no” to critical safety points.
2. Maintain a 2.0 cumulative quality point average on all credits applied toward degree to graduate from the PTA program.
3. Clinical Education: Students are required to pass all clinical education courses
4. Professional Behaviors: Students are required to maintain $\geq 75\%$ average in professionalism grades in all technical courses.
5. Professional Behaviors Rubric: Students are required to achieve entry-level for all behaviors in the Professional Behaviors Rubric as designated by the faculty by the end of the 5th semester.

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, and academic requirements whichever comes later. In order to qualify for

graduation, a student must have met all program requirements and be in good academic standing. Students who complete the requirements must also be recommended by the PTA faculty for graduation. The Office of the Registrar may withhold graduation if a student has outstanding financial obligations to the college or has not returned any college property that has been borrowed.

Laboratory Policies

Students practice physical therapy techniques in PTA course laboratories, using classmates and instructors as subjects. This practice involves bodily contact and the use of electrically powered machines. There is a risk of injury to students, both while they practice techniques and while they serve as laboratory subjects. Possible injuries include, but are not limited to, sprains, strains, and burns. Students are required to follow the safety policies posted in the laboratory and included in this handbook.

To facilitate the identification of anatomical structures and the application of treatment modalities, students are required to wear shorts and T-shirts. Women are required to wear a halter, sports bra, tank top, or swimsuit top and to be prepared to remove their T-shirt. Men are required to wear a tank top and be prepared to remove their T-shirt. Caps and hats are not permitted in the lab. Students who are not dressed appropriately for lab will lose a professional point for not being prepared for class.

There will be open lab hours each day students are in class to allow students practice time for skills and to seek further assistance from faculty. Open lab hours are posted on the faculty schedule outside of their offices.

Cellular phones are not permitted in lab unless prior approval is obtained from instructors.

If a student is absent during a regularly scheduled lab, the lab must be made up with the instructor. **It is the student's responsibility to schedule a make-up lab.** Students may arrange additional lab practice time with the course instructor or utilizing scheduled open lab times.

Laboratory Safety Policy and Procedure

Students are at risk for injury while performing physical therapy procedures and while posing as practice patients. To minimize risk, students and faculty are required to follow these procedures.

1. During classroom demonstration and laboratory practice, students will be treated with the same respect and consideration given to patients/clients in the clinical setting. Each procedure will be explained prior to implementation and unnecessary exposure and discomfort will be avoided.
2. Students must tell the instructor about personal health problems that might increase the risk of injury when participating in lab activities.
3. Students will practice appropriate clinical behaviors while in the lab. Eating and drinking are not allowed. Classmates and instructors will be treated with respect and use professional language. Please refer to Professional Behavior Section for additional details.
4. Students are prohibited from using electrically operated machines for independent practice unless a faculty member is present in the immediate lab area.

5. Students are prohibited from using program resources for personal health problems.
6. Students are prohibited from having family member and friends present during laboratory practice.
7. Whenever laboratory practice involves the use of electrically operated machines or performing techniques where safety is a concern, one faculty member will supervise no more than 10 students.
8. All electrical equipment will undergo annual preventive maintenance and calibration.
9. OSHA guidelines will be followed for the storage and use of hazardous materials. MSDS sheets are posted where hazardous materials are stored.
10. Students must notify instructors if injured during lab practice. Basic first aid will be provided and students will be invited to seek medical care. In the event of life threatening emergencies, 911 will be called.

Curriculum Plan

Program Mission: The program mission is to prepare graduates to be licensed as physical therapist assistants and work in any health care setting so that the physical therapy need of the citizens in our service region can be met.

Student Learning Outcomes:

Upon successful completion of the PTA program the graduate is expected to

- Implement a plan of care established by the physical therapist using appropriate technology.
- Perform data collection through tests, measurements and observations and interpret results in compliance with the PTA role.
- Communicate verbally and in writing with patients, clients, health care delivery personnel and peers in an effective, appropriate, and capable manner.
- Demonstrate professional behavior that meets legal, ethical, responsible, and safe standards with respect for individuals and cultures.
- Demonstrate the cognitive knowledge and critical thinking skills necessary to work as a physical therapist assistant.

Student Abilities:

To meet these goals, the student must be able to

- Obtain information during class time and outside of class from lecture, text, computer-based, and video formats.
- Obtain information from the medical record.
- Produce written responses to assignments.
- Compose progress notes for the medical record.
- Complete in-class small group assignments.
- Receive and transmit information through verbal and in written communication to instructors, classmates, supervising physical therapists and/or supervising clinical instructors, patients/clients, caregivers, health care delivery personnel, and peers in an effective, appropriate, and capable manner and be able to hear and see accurately to gather information and assess the patient.
- Demonstrate sufficient ability to; observe/assess/detect changes in patients/clients mood and activity, verbal and nonverbal response to treatment accurately within close proxemics and from afar. Visual senses are necessary and auditory senses might be necessary for observations and assessment.
- Demonstrate sufficient ability to observe proper demonstrations from patients/clients accurately from afar and within close proximity.

- Gross and fine motor skills, as well as, auditory, tactile, and olfactory senses may be necessary to monitor, assess, and respond to patient care situations safely and efficiently.
- Perform physical therapy techniques in high (standing), medium (sitting), and low (squatting, stooping) body positions.
- Operate equipment with knobs, switches, touch pads, and touch screens.
- Lift and position classmates, instructors, patients/clients, and equipment.
- Assist and guard classmates, instructors, and patients/clients while they practice standing, walking, and moving into and out of wheelchairs or other surfaces.
- Assist classmates, instructors, and patients/clients while they perform therapeutic exercises.
- Perform physical therapy techniques and move about the clinical facility for up to 8 hours a day, 40 hours a week.
- Complete multi-step work assignments.
- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgment to approach highly stressful situations in a calm, safe, and rational manner.
- Be flexible to adapt to professional and technical change.
- Follow attendance guidelines appropriate for an entry level healthcare provider.
- Abide by the ethical and values-based behavior defined by the Physical Therapy Profession.

Program Model: The PTA program is a full-time, day program that can be completed in four semesters and one summer term. Students may complete general studies and support courses prior to being accepted into the program, but once accepted, PTA courses must be taken in sequence and the program cannot be completed in less than two years, or on a part time basis. Students who have completed non-PTA courses prior to being accepted into the program may enroll part time during the first semester or take courses to satisfy requirements for another degree.

General Studies and Support Courses: The general education and support courses provide instruction for important academic skills and foundation knowledge that are directly applied to the physical therapy curriculum and future clinical practice.

English 1104, Written English I. This course offers a process-oriented practice in drafting, revising, and editing texts. Students learn the principles of expository writing, thesis formulation, organization, paragraph development, audience analysis, appropriate diction, and sentence structure. The course also includes an introduction to reading for content in texts selected from across the disciplines. The English course sequence begins in the first semester and students apply the skills to writing assignments in PTA courses in each and every semester.

Communications 2200, Introduction to Human Communications, Examines the theoretical foundations of human communication through definitional analysis and examination of communication models, code elements and ethical considerations pertinent to communication in our society. This course provides the opportunity for each student to participate in interpersonal and public speaking presentations to develop his/her skills in interacting with others in both the personal and professional arenas.

Office Administration 1150, Computer Concepts and Applications, provides students with a survey of fundamental computing concepts and applications, and offers a useful foundation upon which students can develop skills necessary to become effective users of information systems. The primary focus of this course is on productivity software applications, including word processing, spreadsheet, database, and presentation software. This course is required in the first semester so students can use the skills to support other course work. They submit typed papers and use computer technology for presentations.

Psychology 1101, Introduction to Psychology. Psychological topics include science methodology, life-span psychology, personality theory, consciousness, stress, health and coping, learning theory, psychological disorders, biopsychology, sensation, cognition and memory, and social psychology. This foundation facilitates the understanding of the diversity of human nature and the relationship between psychosocial and physical needs. The course is required in the first semester so the topics can be applied to the patient/professional relationship in PHTA 1101.

Health Careers 1100, Medical terminology, is a study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly used prefixes, suffixes, root words, and their combining forms. Anatomy and physiology terms are stressed. This course is required in the first semester to facilitate learning in all of the physical therapy courses.

Biology 1170, Anatomy and Physiology, provide an examination of the architecture and function of cells, tissues, organs, and organ systems of human beings. Students use information gained from this course to develop an understanding of the life process and as a basis for learning physical therapy theory.

Biology 1171, Anatomy and Physiology Lab, complementary to BIOY 1170, this course is a single semester examination of the architecture of cells, tissues, organs, and organ systems of the human body. At the conclusion of the course, students will understand and be able to visually identify basic structures of each of the major human body systems at the microscopic and gross levels. Students will also be able to discuss the anatomical and physiological characteristics and importance of these major human body systems.

Math 1207 Fundamental Concepts of Mathematics 3/4 hrs. (Previously MATH 1107) This introductory survey course is specifically developed to fulfill the General Studies requirements in mathematics. It is designed to strengthen computational skills while focusing on real-world problems. Topics may include critical thinking skills, sequences, set theory, logic, probability, statistics, consumer mathematics and the metric system. This course does not serve as a pre-requisite for any higher level mathematics course. Prerequisites: MATH ACT score of 19, MATH

SAT score of 510, COMPASS Algebra score of 36, Accuplacer Arithmetic score of 85, ASSET Elementary Algebra score of 38, achievement level score of Level 3 on math portion of the statewide eleventh grade student assesment, the West Virginia General Summative Assessment,successful completion of MTH 1207S with a “C” or better, or taken with MTH 1207S.

Physical Therapy Courses

PHTA 1100, Introduction to Physical Therapy. History of the physical therapy profession and survey of general physical therapy services. Legal and ethical requirements for the physical therapist assistant are introduced. The Americans with Disabilities Act and architectural barriers are studied.

PHTA 1101, Patient and Professional Relationship. Recognition of the reactions of the health care worker, patient, and family to illness and disability is discussed. The influence of race, class, age, ethnic origin, and gender on the physical therapist assistant and patient relationship is explored. The stages of adjustment to disability and death and dying are described. Communication skills between PTA, patient, family and other health care providers are developed. PR: PHTA 1100.

PHTA 1102, Introduction to Patient Care. An introduction to basic patient care procedures such as positioning, transferring, ambulating, dressing, fitting ambulation aids, and taking vital signs. Universal Precautions, isolation, and aseptic principles will be presented. Skills in basic note writing will be developed. PR: PHTA 1100 and PHTA 1102L concurrently.

PHTA 1102L, Introduction to Patient Care Lab. An introduction to basic patient care procedures such as positioning, transferring, ambulating, dressing, fitting ambulation aids, and taking vital signs. Universal Precautions, isolation, and aseptic principles will be presented. Skills in basic note writing will be developed. PR: PHTA 1100.

PHTA 1103, Physical Agents I. This course includes the lecture study of thermal agents, compression, and massage. Note writing skills are further developed. PR: PHTA 1100.

PHTA 1103L, Physical Agents I Lab. This course includes the lab study of thermal agents and massage. Skills in surface anatomy and goniometry are developed. Upon completion, students are able to correctly and safely apply these techniques in a laboratory setting while assessing the physiologic response and observing indications and contraindications. Note writing skills are further developed. PR: PHTA 1100.

PHTA 1104, Physical Agents II. Therapeutic modalities are continued. Topics include electrical stimulation, traction, and manual muscle testing. Upon completion students will demonstrate knowledge of the physiological principles involved. PR: PHTA 1103 and PHTA 1104L

PHTA 1104L, Physical Agents II Lab. Therapeutic modalities are continued. Topics include electrical stimulation, traction, and manual muscle testing. Upon completion students can safely and effectively apply these techniques in a laboratory setting and write appropriate progress notes.

PR: PHTA 1103 and PHTA 1104.

PHTA 1105, Kinesiology. This course provides a study of human movement and related mechanical principles. Topics include detailed musculoskeletal anatomy and physiology. Upon completion, student will be able to analyze a functional task and identify component joint motions and muscle actions. PR: PHTA 1100 and 1109.

PHTA 1106, Clinical Education I. Initial clinical experience for students. Forty hours spaced throughout the semester introduces the various settings of a physical therapy practice - acute care, transitional care, out-patient clinic, home health, skilled nursing facility, rehabilitation unit, and the school system. The student may participate in the clinic's activities only if their skills have been checked-off in the course laboratory setting. PR: Consent of the Clinical Coordinator through completion of required medical documents.

PHTA 1108, Clinical Education II. A concentrated ten-day, eighty hour clinical experience dedicated to modality application and the study of goniometry and manual muscle testing. The student will be assigned to a clinical setting that utilizes the modalities studied. The student will begin to assess patient response to treatment and be prepared to adjust the therapeutic intervention accordingly. PR: PHTA 1104/Consent of Clinical Coordinator

PHTA 1109, Physics for PTA. This course is designed to introduce students interested in the PTA program to basic physics concepts needed in physical therapy including I) measurement; waves, radiation, and imaging; II) kinematics and forces; III) temperature & heat; and IV) electricity and magnetism. Prerequisite(s): MTH 1207 concurrently

PHTA 2200, Therapeutic Exercise. The principles and techniques of therapeutic exercise will be introduced. Topics also include gait analysis, posture assessment, and chest physical therapy. Upon completion the student will plan, implement, and assess the response to an exercise plan. PR: PHTA 1104 and PHTA 2200L concurrently.

PHTA 2202L Therapeutic Exercise Lab. The principles and techniques of therapeutic exercise will be introduced. Topics also include gait analysis, posture assessment, and chest physical therapy. Upon completion, the student will plan, implement, and assess the response to an exercise plan in a laboratory setting. Prerequisite(s): PHTA 1104 and PHTA 2200 concurrently

PHTA 2201, Orthopedics. The dysfunctions caused by and intervention strategies for musculoskeletal disorders, amputations, wounds, and burns will be examined. Upon completion, the student will be able to combine previously and newly learned procedures and strategies to carry out an orthopedic care plan in a laboratory setting. PR: PHTA 1104 and PHTA 2201L concurrently.

PHTA 2201L, Orthopedics Lab. The dysfunctions caused by and intervention strategies for musculoskeletal disorders, amputations, wounds, and burns will be examined. Upon completion, the student will be able to combine previously and newly learned procedures and strategies to carry out an orthopedic care plan in a laboratory setting. PR: PHTA 1104 and PHTA 2201 concurrently.

PHTA 2202, Neurology. The dysfunctions caused by and intervention strategies for peripheral and nervous system disorders will be examined. Upon completion the student will be able to combine previously and newly learned procedures and strategies to carry out a neurologic care plan. PR: PHTA 1104 and PHTA 2202L concurrently.

PHTA 2202L, Neurology Lab. The dysfunctions caused by and intervention strategies for peripheral and nervous system disorders will be examined. Upon completion the student will be able to combine previously and newly learned procedures and strategies to carry out a neurologic care plan in a laboratory setting. PR: PHTA 1104 and PHTA 2202 concurrently.

PHTA 2204, Clinical Education III. This rotation consists of one hundred twelve hours over a three week period which will allow the student to begin the process of working within the physical therapy Plan of Care. The emphasis will be to implement, develop, and progress a therapeutic exercise program for the patient to address the impairments of decreased range of motion, decreased strength, decreased endurance, or motor control deficit. PR: PHTA 2202/Consent of Clinical Coordinator

PHTA 2206, Clinical Education IV. This six week, 240 hour clinical assignment allows the student to apply all previously learned theory and skills to patient care in a clinical setting. Each student is assigned to a clinical center to perform physical therapy modalities and procedures on a variety of patients. PR: PHTA 2202/Consent of Clinical Coordinator

PHTA 2207, Clinical Education V. This final six week, 240 hour clinical assignment continues with the correlation of the classroom/laboratory experiences to patient care. The progression of the student's skills to "entry level" will be monitored closely. Each student is assigned to a clinical center to perform physical therapy modalities and procedures on a variety of patients. PR: PHTA 2202/Consent of Clinical Coordinator

PHTA 2995, Capstone Seminar. This intense seminar examines the expectations for an entry level physical therapist assistant and focuses on preparation for clinical rotations and entry into the profession. Previously learned and new material relating to safety, plan of care, communication, professional behavior, and knowledge are tied to the role of the PTA. PR: PHTA 2204.

Course Schedule Physical Therapist Assistant (A.A.S.)

	Course	Notes	Prerequisites	Credits	Total
Freshman First Semester	ENG 1104 Written English I		N/A	3-4	18/20
	PHTA 1100 Intro to Physical Therapy			1	
	PSYC 1101 Intro to Psychology			3	
	HLCA 1100 Medical Terminology			3	
	BIOY 1170 Anatomy & Physiology			3	
	BIOY 1171 Anatomy & Physiology Lab			1 3	
	MTH 1207 Fundamental Concepts			3-4	
	PHTA 1109 Physics for PTA			1	
Freshman	OFAD 1150 Computer Concepts and			3	

Second Semester	Applications PHTA 1101 Professional Relationship PHTA 1102 Intro to Patient Care PHTA 1102 Intro to Patient Care Lab PHTA 1103 Physical Agents I		PHTA 1100 PHTA 1100 PHTA 1100 PHTA 1100	3 2 1 2	
	PHTA 1103L Physical Agents I Lab PHTA 1105 Kinesiology PHTA 1106 Clinical Education I		PHTA 1100 PHTA 1100 and 1109 PTA majors	1 3 1	16
Summer First Term	PHTA 1104 Physical Agents II PHTA 1104L Physical Agents II Lab PHTA 1108 Clinical Education COMM 2200 Introduction to Human Communications		PHTA 1103 PHTA 1104 Consent	1 1 2 3	7
First Semester Sophomore Year	PHTA 2200 Therapeutic Exercise PHTA 2200L Therapeutic Exercise Lab PHTA 2201 Orthopedics PHTA 2201L Orthopedics Lab PHTA 2202 Neurology PHTA 2202L Neurology Lab PHTA 2204 Clinical Education III		PHTA 1104 PHTA 1104 PHTA 1104 PHTA 1104 PHTA 1104 PHTA 1104 PHTA 2202/consent	2 2 3 1 3 1 2	14
Sophomore Second Semester	PHTA 2995 Capstone Seminar PHTA 2206 Clinical Education IV PHTA 2207 Clinical Education V		PHTA 2204 PHTA 2202/consent PHTA 2202/consent	2 5 5	12
Total Credits					67/69

Institutional Assessment

All students graduating with a certificate or an Associate degree are **required** to participate in program and institutional assessment activities. These activities may be in the form of surveys, exams, or group meetings.

APPENDIX 1

HEALTH INSURANCE INFORMATION AND WAIVER FORM

PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

Pierpont C&TC does not provide individual health or accident insurance. Therefore, students should be covered by a health insurance before entering the PTA Program. Students are responsible for any expenses incurred as a result of illness or accidents including those that might occur in student laboratories or clinical sites. Students are required to report all accidents which occur at the college or clinical sites. Treatment will be given based on college guidelines. Students and/or their family are responsible for any and all costs incurred. All students in the PTA Program will have placed in their student file an incident report form concerning any accidents which may occur.

If students do not have their own policy or are not covered by their parent's policy, Pierpont C&TC can provide them with information on obtaining health insurance. It is the student's responsibility to obtain insurance if he or she is not covered.

I have read and understand the PTA Program policy concerning accidents and health insurance.

Student Signature _____

Health Insurance Provider: _____

Policy Number: _____

Date: _____

OR

I have no health insurance policy, but have read and understand the PTA Program policy concerning health insurance and my responsibilities if an accident occurs.

Student Signature _____

Date: _____

Appendix 2

Pierpont Community & Technical College Physical Therapist Assistant Program

Practical Exam Patient

Thank you for agreeing to pose as a patient for practical exams. Although the instructor will supervise the student the entire time, there is a chance that you could be injured by the procedures that will be performed. Injuries such as burns, sprains, and strains are possible, but rarely happen when people are in good health. The therapist will answer any questions you have about being a practical patient.

Please mark any of the following medical conditions that you may have so that the supervising therapist can be sure that the proposed procedures will not be harmful to you. If you prefer not to answer these questions, you will be excused from participating.

- ☐ Heart Disease
- ☐ Diabetes
- ☐ Pregnancy
- ☐ Metal Implants
- ☐ Pacemaker/defibrillator/spinal cord stimulator
- ☐ Circulation Problems
- ☐ Areas of Numbness or Tingling
- ☐ Pain
- ☐ Cancer
- ☐ Musculoskeletal Issues
 - ☐ If particular joint, please specify joint: _____
- ☐ Chronic Disease that you take medication for
- ☐ Arthritis (please circle: rheumatoid or osteo)
- ☐ Seizures
- ☐ Other pathology you want us to know about: _____
- ☐ None of the Above

I understand that there is a risk of injury when I am posing as a practical patient. I also understand that the practical exam may be recorded and the program will retain possession of the video. I understand that I may refuse to participate if I choose.

Volunteer/Student Signature

Date

Supervising Therapist

Date

Appendix 3
Informed Consent
Assumption of Risk and Release

PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

Informed consent and release executed by, _____, residing
at _____ to Pierpont
Community & Technical College, Fairmont, WV.

I wish to be a participant in the Physical Therapist Assistant Program of Pierpont Community & Technical College.

I understand that I must pass a licensing examination after graduation before I can work as a physical therapist assistant. To be licensed in West Virginia, I must be at least 18 years of age, be of good moral character, not be addicted to alcohol or drugs, or have been convicted of a felony. Furthermore, drug testing and background checks are required for clinical courses that are part of the curriculum of the Program. Participation in academic and clinical assignments while under the influence of alcohol or drugs will result in disciplinary action, including possible dismissal from the program.

I understand that the Physical Therapist Assistant Program will include academic, laboratory, and clinical work performed in the classroom, laboratory, hospital and other clinical facilities and will include direct care or exposure to clients with a variety of illnesses and diseases(including COVID-19) and will include the handling of and/or contact with human bodily fluids and tissues. I therefore understand that I may or will be exposed to disease carrying bacteria and microorganisms. I understand that I must be vaccinated with Hepatitis B vaccine and undergo tuberculosis screening and blood testing, at my expense, to successfully complete the program.

I acknowledge that the clinical work performed as a part of the Physical Therapist Assistant Program is unpaid and that treatment for any injury or illness sustained during clinical assignments is my responsibility.

I also understand that as a student in the Physical Therapist Assistant Program, I consent to participate in human subject demonstrations and studies in the classroom, laboratory and clinical facilities as part of the educational process. When I am acting as a patient or practicing physical therapy techniques I am at risk for injuries such as burns, sprains, or strains.

I also consent to be the subject of photographs, audiotapes, or videotapes as may be required to support the learning experience, used on program brochures, or for advertisement for Pierpont

Community and Technical College including internet use promoting the PTA Program.

Participation in said activities in the Physical Therapist Assistant Program necessitates the wearing of appropriate and specific clothing including shorts, T-shirts, sports bras, and sneakers. Clinical clothing includes shirts, identification tags, professional slacks and shoes. Students will need to adhere to the dress and appearance code at each clinical facility.

In consideration of being permitted to participate in the Program, I, the undersigned, in full recognition and appreciation of the dangers and hazards inherent in the health care field and in particular in the medical facilities where I may be present during my participation in the program, do hereby agree to assume all the risks and responsibilities surrounding my participation in this program or any independent activities undertaken as an adjunct thereto; including damage to personal property, or personal injury, disease, or death which may result to me from my participation in this program and my exposure to the risks inherent in the program.

I certify that I have read the PTA Essential Functions and am able to complete these activities with or without accommodation. If I need accommodation, I will contact the Office of Disability Services at Pierpont Community & Technical College to discuss this and will present the letter of accommodation to the PTA Program Director prior to beginning the program.

I hereby certify that I have read both sides of this document, that I am fully familiar with the contents of this document, and that I fully understand its terms and provisions. Any questions that I have about the Physical Therapist Assistant Program and the contents of this document have been fully explained to my satisfaction.

I hereby certify that I am over eighteen years of age.

In witness whereof, I have caused this release to be executed this _____ day of _____. 20_____.

Student Signature

Appendix 4-A

HEPATITIS B VIRUS AND HIV VIRUS FORM

As a student entering the health care industry, it is essential that you be aware that you have chosen a program that has the potential to bring you in contact with blood borne pathogens such as Hepatitis B virus (HBV) and the Human Immunodeficiency virus (HIV). For this reason, PIERPONT C&TC, Center for Disease Control (CC) and the Occupational Safety and Health Administration (OSHA) have developed safety programs to protect you against work-related exposure to blood borne pathogens.

Although you will receive training on how to protect yourself and others against these viruses, as a student in the PTA Program, we want to provide you with essential information prior to beginning your preceptorship experience to emphasize the serious nature of your work and your responsibility to follow safety regulations. While it is our responsibility to inform you of these safety procedures, it is your responsibility to realize their importance and follow these safety rules without exception.

Hepatitis B virus (HBV), previously called Serum Hepatitis, is the major infectious occupational health hazard in the health care industry. There are thousands of cases of HBV in the United States each year. Of these cases of hepatitis, some will result in death due to hepatitis related cirrhosis, liver cancer, fulminate hepatitis, not to mention thousands of hepatitis related hospitalizations. It has been estimated that 500-600 health care workers whose jobs entail exposure to blood are hospitalized with over 200 deaths.

A safe, immunogenic and effective vaccine to prevent Hepatitis B infection is available and recommended for all persons exposed to blood and body fluids during school training and while working in the profession. The vaccine is essential for your protection, and a series of three shots should be completed before starting your clinical preceptorship experience course. If you choose not to obtain this vaccine, a formal statement must be signed stating your refusal of the vaccinations.

There is no vaccine against HIV at this time. However, if we are aware that a vaccine has become available while you are enrolled in this skill set, we will inform you of its availability. Although the risk of obtaining an HIV infection is very small, safety precautions must be followed during your preceptorship experience.

APPENDIX 4 - B

Hepatitis B Vaccine Declination

PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

The student should be aware that there is potential for exposure to Hepatitis B during clinical assignments. Due to expense, this immunization is highly recommended but not required. Immunization schedule would include three vaccines over a period of six months. Initial vaccine should be started by the time of the first Observation Day, then followed up by two additional vaccines respectively as per the recommendation of the student's medical provider and current standards. A serology test (titer) is recommended following the final inoculation to confirm immunity. **If the student decides not to get the immunization, the Hepatitis B declination form on this page must be signed and returned to the DCE.**

I understand that due to my occupational exposure to blood or other potentially infectious material, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been encouraged by the program faculty to be vaccinated with the HBV vaccine to eliminate or reduce the risk of acquiring HBV. I also understand that lack of immunization to HBV may limit my clinical experiences, since some clinical agencies require that students assigned to their facilities be immunized against Hepatitis B.

I have not been immunized against or am not immune to HBV and chose not to have the vaccine. If in the future, I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated, I can receive information on the availability of the vaccine. During training if I contract the Hepatitis B virus, I will in no way hold Pierpont Community and Technical College, Fairmont State University, the School of Health Sciences faculty, or the clinical affiliates liable.

Please indicate your reason for declining the HBV vaccination series at this time in the space provide below. In addition, submit a physician signed statement for all medically related declinations such as previous HBV infection, previous vaccination series, and medical contraindications such as allergy, pregnancy, active infection or medication.

STUDENT'S SIGNATURE: _____ DATE _____

WITNESS SIGNATURE: _____ DATE _____

APPENDIX 5

CONFIDENTIALITY AGREEMENT

In consideration of the opportunity for education or training experience at Pierpont Community and Technical College or any of its contracted Clinical Affiliates, I

_____, acknowledge that in the course of this experience I may receive or be exposed to confidential information including, but not limited to patient records, patient information, patient disclosure and policies, procedures, and/or protocols of the Clinical Affiliate. I understand that I am not to discuss, share, or remove any of the above patient protected health information outside of the scheduled learning environment or clinical affiliate.

I understand disclosing academic or personal information about my fellow students is a violation of confidentiality. I understand that no photos, videos, or audio recordings of my instructors, fellow students, or patients is permitted during lab, lecture, clinical, or other program activities without written permission from the individual.

I also understand that making copies of and sharing information of the PTA Program written exams, practical exams, or quizzes, is strictly prohibited and is a violation of confidentiality. I understand that I am expected to abide by the plagiarism guidelines established in the Pierpont Community and Technical College and the Physical Therapist Assist Program Student Handbooks.

I hereby agree to hold as confidential all such information, whether or not it is identified as confidential.

Student

Date:

Faculty Witness

Date:

APPENDIX 6

Release of Information

PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

I, _____, do hereby grant permission to the Physical Therapist Assistant Program of Pierpont Community and Technical College, to release information including but not limited to my physical examination, immunizations, background check, and drug screen to any scheduled clinical affiliate during my time in the Physical Therapist Assistant Program. This information will be utilized by the clinical affiliate to certify that all health requirements are met prior to attending my clinical assignment.

Student Name (Please Print)

Student Signature

Date: _____

Clinical Education Coordinator Signature

Date: _____

Appendix 7 - A

Change in Medical Status Student

**PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM**

Please check one of the following:

____ My medical status is unchanged from my original physical examination.

____ My medical status has changed from my original physical examination.
Documentation from my medical provider is attached.

Student

Date

Appendix 7 - B

Change in Medical Status Physician

PIERPONT COMMUNITY & TECHNICAL COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM

_____ has been under my medical care and has had a change in health status.

_____ Despite this change in Health Status, he/she is **able to participate without restrictions and can provide direct patient care safely with regard to themselves and to their patients in the clinical, classroom, and laboratory settings** as a student in the School of Health Sciences at Pierpont Community & Technical College and the Physical Therapist Assistant Program.

_____ Due to the change in medical status, he/she **has the following restrictions:**

Healthcare Provider's Printed Name

Healthcare Provider's Signature

Date

Appendix 8

PTA Program Cost to Student

Note: The following represents the 2025-2026 required associated costs for the Physical Therapist Assistant program at Pierpont Community & Technical College. All costs are an approximation and subject to change without notice. Additional costs are the responsibility of the student.

Students are encouraged to contact the financial aid office for any questions and to see if any items are covered under financial aid. <https://www.pierpont.edu/cost-aid/financial-aid/>

Pre-Program Costs	
Pierpont Application Fee \$20.00 Transcript Request from prior college or high school -\$Varies	
Program Costs	
Clinical Medical Needs (physical exam, immunizations/titers, CPR training) - \$Varies Travel Expenses for Clinicals (gas, lodging, etc...) - \$Varies	(Due by start of Spring I Semester) Please note: Individual clinical facilities may have additional requirements other than those required for the program.
Castlebranch Membership (Includes Criminal Background Check, Compliance Tracker, and OSHA Training) Instate: \$87.00 Out of state: \$100.00	(Due by start of Spring I Semester)
Drug Screen: 12 panel lab-based drug screen: \$55.00 Other Program Expenses (Includes textbooks, laboratory fees, and other program costs: Year 1 - \$1, 334 Year 2 - \$ 1, 239	The PTA Program requires five- semesters and includes a summer term. Speak with the Financial Aid office about how to apply for financial aid for the required summer term in addition to the Fall and Spring Terms.
Annual Professional Organization Membership Dues \$95.00 (Includes the following) American Physical Therapy Association (APTA) - \$80.00 West Virginia Chapter (WVPTA) - \$15.00	- Used throughout the program for assignments and evidence based practice activities - Required at beginning of both 1st and 2nd fall semesters
Post-Program Costs	
Professional License Fee - \$785.00 (Includes the following) Federation of State Boards of Physical Therapy (FSBPT) \$485.00 West Virginia Board of Physical Therapy (WVBOPT) \$190.00 Testing Center Fee - \$92.00	

Appendix 9

Clinical Education Grading Rubrics

The following pages are grading rubrics required to ensure completion of each of the five clinical experience courses throughout the program:

PHTA 1106 **OBSERVATION DAYS - GRADING RUBRIC**

Item to be Graded	Possible Points	1	2	3	4	5	Total
Initial completion of clinical paperwork (immunizations, background check, physical, drug screen, etc...) by assigned due date with no delay in start = 0 pt. deduction.	Completed on time _____ Did not complete on time and clinical was delayed. Resulting in deduction of 10 points from overall calculated points for the rotation _____						
ATTENDED All Observation Assignments	20 x 5 days = 100 points						
Attended Observations on Original Dates	4 points x 5 days = 20 points						
Returned SCPE on Monday post O-Day	3 points x 5 days = 15 points						
Received SCPE all Safety YES*	3 points x 5 days = 15 points						
Received SCPE all Following the Plan of Care YES*	2 points X 5 days = 10 points						
Received SCPE all Communications YES*	4 points x 5 days = 20 points						
Received SCPE all Professional Behavior YES*	8 points x 5 days = 40 points						
Received SCPE all Knowledge YES*	2 points x 5 days = 10 points						
Blackboard Assignment as per specific rotation	8 points x 5 posts = 40 points						
Assignment completed by Monday post O-Day	3 points x 5 posts = 15 points						

Blackboard Journal Entry –	8 points x 5 days = 40 points						
Journal Entry completed by Monday post O-Day for credit	3 points x 5 posts = 15 points						
Grade = Total Points Received Divided by the 340 Total Points Attainable		Your Total =					
Your Total = _____ / 340		Your Grade					

***Please see DCE on scheduled lab days post O-Day if any No's received in any category. More than 3 No's in Safety, Professional Behaviors or Communications may result in postponement of next Observation Day assignment.**

Item to be Graded	Possible Points	Total
Attendance - consecutive days as per clinic schedule	10 days x 2 = 20 points	
Received SCPE # Safety YES*	6 Objectives x 5 = 30 points	
Received SCPE # Following the Plan of Care YES*	11 Objectives x 4 = 44 points	
Received SCPE # Communications YES*	6 Objectives x 4 = 24 points 3 Objectives x 3 = 9 points	
Received SCPE # Professional Behaviors YES*	9 Objectives x 4 = 36 points	
Received SCPE # Knowledge YES*	10 Objectives x 3 = 30 points	
*Will also be subject to DCE Evaluation based on on-site visits and student/CI clinical communications	If CI checks no, but has not voiced concern, partial credit will be given. Or if CI checks yes, but has voiced concern with student, only partial credit will be given.	
Pro-Behavior: Returning all paperwork in a timely manner as identified in the course syllabus	8 points (1 – 3 days post) 4 points (4 – 6 days post) 0 Points if reminded	
Grading Scale Total Pts Attainable = 201 Your Total = 186 - ↑ = A 170 – 185 = B Your Grade 150 – 169 = C 130- 149 = D Below 129 = F		

More than 3 No's in Safety, Professional Behaviors or Communications may result in postponement of next clinical assignment or remediation of an extended clinical assignment.

COMMENTS:

Item to be Graded	Possible Points	Total
Attendance - consecutive days as per clinic schedule	15 days x 3 = 45 points	
Received SCPE # Safety YES*	8 Objectives x 5 = 40 points	
Received SCPE # Professional Behavior YES*	11 Objectives x 5 = 55 points	
Received SCPE # Communications YES*	9 Objectives x 4 = 36 points 3 Objectives x 3 = 9 points	
Received SCPE # Following the Plan of Care YES*	11 Objectives x 4 = 44 points	
Received SCPE # Knowledge YES*	8 Objectives x 3 = 24 points	
*Will also be subject to DCE Evaluation based on on-site visits and student/CI clinical communications	If CI checks no, but has not voiced concern, partial credit will be given. Or if CI checks yes, but has voiced concern with student, only partial credit will be given.	
Pro-Behavior: Returning all paperwork in a timely manner	10 points (1 – 3 days post) 4 points (4 – 6 days post) 0 Points if reminded	
Grading Scale Total Points Attainable =263 244 and above = A 223 – 243 = B 196 – 222 = C 170 - 195 = D 169 and below = F		Your Total = Your Grade

More than 3 No's in Safety, Professional Behaviors or Communications may result in postponement of next clinical assignment.

COMMENTS:

Item to be Graded	Possible Points	Total
Attendance - consecutive days as per clinic schedule	30 days x 3 = 90 points	
Received SCPE # Safety YES*	8 Objectives x 5 = 40 points	
Received SCPE # Following the Plan of Care YES*	18 Objectives x 5 = 90 points	
Received SCPE # Communications YES*	14 Objectives x 5 = 70 points	
Received SCPE # Professional Behavior YES*	16 Objectives x 5 = 80 points	
Received SCPE # Knowledge YES*	12 Objectives x 5 = 60 points	
*Will also be subject to DCE Evaluation based on on-site visits and student/CI clinical communications	If CI checks no, but has not voiced concern, partial credit will be given. Or if CI checks yes, but has voiced concern with student, only partial credit will be given.	
Pro-Behavior: Returning all paperwork in a timely manner	10 points (1 – 3 days post) 4 points (4 – 6 days post) 0 Points if reminded	
Grading Scale Total Pts Attainable = 440 407 - ↑ = A 372 – 406 = B 328 - 371 = C 284 - 327 = D ↓ - 283 - F Your Total = Your Grade		

More than 3 No's in Safety, Professional Behaviors or Communications may result in postponement of next clinical assignment.

COMMENTS:

Item to be Graded	Possible Points	Total
Attendance - consecutive days as per clinic schedule	30 days x 3 = 90 points	
Received SCPE # Safety YES*	8 Objectives x 5 = 40 points	
Received SCPE # Following the Plan of Care YES*	18 Objectives x 5 = 90 points	
Received SCPE # Communications YES*	14 Objectives x 5 = 70 points	
Received SCPE # Professional Behavior YES*	16 Objectives x 5 = 80 points	
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More than 3 No's in Safety, Professional Behaviors or Communications may result in postponement of next clinical assignment.

COMMENTS

PTA Student Professional Behaviors Self-Assessment



STUDENT SELF-EVALUATION

Student: _____

Course: _____ Date: _____

Instructor: _____

Please circle the predominant level at which you view yourself as performing along each of the professional behaviors listed in the table below. Use the attached Professional Behaviors Student Self-Assessment Guide to assist you in determining your current performance level. **Please also write comments for each category and highlight areas of strength under the examples in each category.** This evaluation will be discussed with PTA faculty at the end of the semester.

Professional Behavior	Beginner Level	Intermediate Level	Entry Level	Above Entry Level
Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.	- Raises relevant questions - Considers all available information - Articulates ideas - Understands the scientific method - States the results of scientific	- Feels challenged to examine ideas - Critically analyzes the literature and applies it to patient management - Utilizes didactic knowledge, research evidence, and clinical experience to	- Distinguishes relevant from irrelevant patient data - Readily formulates and critiques alternative hypotheses and ideas - Infers applicability of information	- Develops new knowledge through research, professional writing and/or professional presentations - Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process

	literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) - Recognizes holes in knowledge base - Demonstrates acceptance of limited knowledge and experience in knowledge base	formulate new ideas - Seeks alternative ideas - Formulates alternative hypotheses - Critiques hypotheses and ideas at a level consistent with knowledge base - Acknowledges presence of contradictions	across populations - Exhibits openness to contradictory ideas - Identifies appropriate measures and determines effectiveness of applied solutions efficiently - Justifies solutions selected	- Weighs information value based on source and level of evidence - Identifies complex patterns of associations - Distinguishes when to think intuitively vs. analytically - Recognizes own biases and suspends judgmental thinking - Challenges others to think critically
<u>Comments on Critical Thinking:</u>				
	Beginner Level	Intermediate Level	Entry Level	Above Entry Level
<u>Communication:</u> The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.	-Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and	- Utilizes and modifies communication (verbal, non verbal, written and electronic) to meet the needs of different audiences	- Demonstrates the ability to maintain appropriate control of the communication exchange with	- Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning - Effectively delivers messages

	expression, legible handwriting -Recognizes impact of non verbal communication in self and others - Recognizes the verbal and non verbal characteristics that portray confidence - Utilizes electronic communication appropriately	- Restates, reflects and clarifies message(s) - Communicates collaboratively with both individuals and groups - Collects necessary information from all pertinent individuals in the patient/client management process - Provides effective education (verbal, non-verbal, written and electronic)	individuals and groups - Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing - Maintains open and constructive communication - Utilizes communication technology effectively and efficiently	capable of influencing patients, the community and society - Provides education locally, regionally and/or nationally - Mediates conflict
<u>Comments on Communication:</u>				
<u>Effective Use of Time and Resources:</u> The ability to manage time and resources effectively to obtain the maximum possible benefit.	- Comes prepared for the day's activities/responsibilities	- Utilizes effective methods of searching for evidence for	- Uses current best evidence - Has the ability to set boundaries,	- Advances profession by contributing to the body of knowledge

	- Identifies resource limitations (i.e. information, time, experience) - Determines when and how much help/assistance is needed - Accesses current evidence in a timely manner - Self-identifies and initiates learning opportunities during unscheduled time	- practice decisions - Recognizes own resource contributions - Shares knowledge and collaborates with classmates to utilize best current evidence - Identifies need for and seeks referrals	- negotiate, compromise, and set realistic expectations - Gathers data and effectively interprets and assimilates the data to determine plan of care - Utilizes community resources - Adjusts plans, schedule etc. as patient needs and circumstances dictate - Meets productivity standards of facility while providing quality care and completing non-productive work activities	- (outcomes, case studies, etc) - Applies best evidence considering available resources and constraints - Organizes and prioritizes effectively - Prioritizes multiple demands and situations that arise on a given day - Mentors peers and supervisees
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Comments on Effective Use of Time and Resources:				
<u>Interpersonal Skills:</u> The ability to interact effectively with simulated patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.	-Maintains professional demeanor in all interactions - Demonstrates interest in classmates/patients as individuals - Communicates with others in a respectful and confident manner - Respects differences in personality, lifestyle and learning styles during interactions with all persons -Maintains confidentiality in all interactions - Recognizes the emotions and bias that one brings to all professional interactions	- Recognizes the non-verbal communication and emotions that others bring to professional interactions - Establishes trust - Seeks to gain input from others - Respects role of others - Accommodates differences in learning styles as appropriate	- Demonstrates active listening skills and reflects back to original concern to determine course of action - Responds effectively to unexpected situations - Demonstrates ability to build partnerships - Applies conflict management strategies when dealing with challenging interactions - Recognizes the impact of non-verbal	- Establishes mentor relationships - Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

			communication and emotional responses during interactions and modifies own behaviors based on them	
<u>Comments on Interpersonal Skills:</u>				
<u>Responsibility:</u> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.	- Demonstrates punctuality - Provides a safe and secure environment for classmates/ patients - Assumes responsibility for actions - Follows through on commitments - Articulates limitations and readiness to learn	- Displays awareness of and sensitivity to diverse populations - Completes projects without prompting - Delegates tasks as needed - Collaborates with team members - Provides evidence-based patient care	- Educates patients as consumers of health care services - Encourages patient accountability - Acts as a patient advocate - Promotes evidence-based practice in health care settings	- Recognizes role as a leader - Encourages and displays leadership - Facilitates program development and modification - Promotes clinical training for students and coworkers - Monitors and adapts to changes in the health care system - Promotes service to the community

	- Abides by all policies of academic program and clinical facility		- Accepts responsibility for implementing solutions - Demonstrates accountability for all decisions and behaviors in academic and clinical settings	
<u>Comments on Responsibility:</u> 				
<u>Professionalism:</u> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the profession.	- Abides by all aspects of the academic program honor code and the APTA Code of Ethics - Demonstrates awareness of state licensure regulations	- Identifies positive professional role models within the academic and clinical settings - Acts on moral commitment during all academic and clinical activities	- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare	- Actively promotes and advocates for the profession - Pursues leadership roles - Supports research - Participates in program development - Participates in education of the community

	- Projects professional image - Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers	- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making - Discusses societal expectations of the profession	- professionals as necessary - Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity - Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development	- Demonstrates the ability to practice effectively in multiple settings - Acts as a clinical instructor - Advocates for the patient, the community and society
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			- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices - Discusses role of physical therapy within the healthcare system and in population health - Demonstrates leadership in collaboration with both individuals and groups	
<u>Comments on Professionalism:</u>				

<u>Use of Constructive Feedback:</u> The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others	- Demonstrates active listening skills - Assesses own performance - Actively seeks feedback from appropriate sources - Demonstrates receptive behavior and positive attitude toward feedback - Incorporates specific feedback into behaviors - Maintains two-way communication without defensiveness	- Critiques own performance accurately - Responds effectively to constructive feedback - Utilizes feedback when establishing professional and patient related goals - Develops and implements a plan of action in response to feedback - Provides constructive and timely feedback	- Independently engages in a continual process of self evaluation of skills, knowledge and abilities - Seeks feedback from patients/clients and peers/mentors - Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities - Uses multiple approaches when responding to feedback - Reconciles differences with sensitivity - Modifies feedback given to patients/clients according to their learning styles	- Engages in non judgmental, constructive problem-solving discussions - Acts as conduit for feedback between multiple sources - Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients - Utilizes feedback when analyzing and updating professional goals
<u>Comments on Use of Constructive Feedback:</u>				

	Beginner Level	Intermediate Level	Entry Level	Above Entry Level
<u>Commitment to Learning:</u> The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.	- Prioritizes information needs - Analyzes and subdivides large questions into components - Identifies own learning needs based on previous experiences - Welcomes and/or seeks new learning opportunities - Seeks out professional literature	- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice - Applies new information and re-evaluates performance - Accepts that there may be more than one answer to a problem - Recognizes the need to and is able to verify solutions to problems - Reads articles critically and understands limits of application to	- Respectfully questions conventional wisdom - Formulates and re evaluates position based on available evidence - Demonstrates confidence in sharing new knowledge with all staff levels - Modifies programs and treatments based on newly-learned skills and considerations - Consults with other health professionals and physical therapist for	- Acts as a mentor not only to other PTAs, but to other health professionals - Utilizes mentors who have knowledge available to them - Continues to seek and review relevant literature - Works towards clinical specialty certifications - Seeks specialty training - Is committed to understanding the PTA's role in the health care environment today - Pursues participation in clinical education as an educational opportunity

		professional practice	treatment ideas	
Comments on Commitment to Learning				
<u>Stress Management:</u> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios	- Recognizes own stressors - Recognizes distress or problems in others - Seeks assistance as needed - Maintains professional demeanor in all situations	- Actively employs stress management techniques - Reconciles inconsistencies in the educational process - Maintains balance between academic and personal life - Accepts constructive feedback and clarifies expectations - Establishes outlets to cope with stressors	- Demonstrates appropriate affective responses in all situations - Responds calmly to urgent situations with reflection and debriefing as needed - Prioritizes multiple commitments - Reconciles inconsistencies within professional, personal and work/life environments - Demonstrates ability to defuse	- Recognizes when problems are unsolvable - Assists others in recognizing and managing stressors - Demonstrates preventative approach to stress management - Establishes support networks for self and others - Offers solutions to the reduction of stress - Models work/life balance through health/wellness behaviors in professional and personal life

			potential stressors with self and others	
<u>Comments on Stress Management:</u>				

Beginner Level: Student just initiating practice of the skill. Requires significant reflection and/or guidance.

Intermediate Level: Student able to complete skill in simple situations. Requires guidance for complex situations.

Entry Level: Able to complete skills in simple and complex situations with minimal guidance.

Above Entry Level: Student able to complete skills consistently in simple and complex situations and able to offer input for improvement of others' skills as well

Expected Thresholds:

- i. Beginning of Semester II: All Professional Behaviors at least beginning level
- ii. End of Semester II: 50% of Professional Behaviors at intermediate level or higher
- iii. End of Semester IV: all Professional Behaviors at least intermediate level
- iv. End of Semester V: all Professional Behaviors at entry level

Based on my Professional Behaviors Assessment, I am setting the following Goals:

To accomplish these goals, I will take the following specific actions:

Taken from: Professional Behaviors Assessment, DPT Program, Marquette University: <https://www.marquette.edu/physical-therapy/documents/professional-behaviors-student-self-assessment.pdf>

**Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities.