

## TABLE OF CONTENTS

<b>I. Program Information</b>	
<a href="#">Welcome</a>	3
<a href="#">Mission Statement</a>	4
<a href="#">Faculty</a>	5
<a href="#">Campus Registration</a>	6
<a href="#">Paying for Education</a>	7-9
<b>II. Curriculum</b>	
<a href="#">Curriculum</a>	11-14
<a href="#">Program Outcomes</a>	15
<a href="#">Web Enhanced</a>	16
<a href="#">Resources Available in 8021</a>	17
<a href="#">Program Information</a>	18-19
<a href="#">Clinical Affiliation</a>	20
<b>III. Professional Behaviors</b>	
<a href="#">Behavioral Policies and Procedures</a>	21
<a href="#">Defining Professional Behaviors</a>	22-28
<a href="#">Professional Behavior Assessment</a>	29
<a href="#">Academic Integrity Policy</a>	30
<a href="#">Honor Code</a>	31
<a href="#">Professionalism in Physical Therapy: Core Values</a>	32-37
<a href="#">Standards of Ethical Conduct &amp; Professionalism</a>	38-39
<b>IV. Assessment</b>	
<a href="#">Assessment Tools</a>	41
<a href="#">Assessment</a>	42-44
<a href="#">Essential Skills and Competencies</a>	45-47
<a href="#">Construction of Test Question</a>	48
<a href="#">Reading and Study Guidelines</a>	49-51
<b>V. Safety</b>	
<a href="#">Essential Functions</a>	53
<a href="#">Assumption of Risk</a>	54
<a href="#">Classroom/Lab Rules</a>	55
<a href="#">Emergency</a>	56
<a href="#">Infection Control</a>	57
<a href="#">Police Emergency Flyer</a>	58-60
<a href="#">Hand Hygiene Guidelines</a>	61-62
<b>VI. Academic Policies &amp; Procedures</b>	
<a href="#">Attendance, Absence, and Tardiness Policies</a>	63
<a href="#">Lab Computer Usage</a>	64
<a href="#">Testing Policies and Procedures</a>	65-66
<a href="#">Lab Attire and Behavior</a>	67
<a href="#">Picture Consent and Program Volunteer</a>	68
<a href="#">Problem Resolution</a>	69
<a href="#">Reinstatement Procedures and Policies</a>	70-73

## **VII. SCC Policies**

<a href="#">Policies, Procedures and Services</a>	75-78
<a href="#">Academic Integrity Policy</a>	79-83
<a href="#">Academic Integrity Policy Statement of Understanding</a>	85
<a href="#">Student Record Policy</a>	87
<a href="#">Acceptable Use of Information Technology</a>	88

## **VIII. APTA**

<a href="#">APTA Information</a>	89-92
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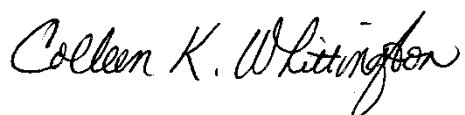
## **IX. Appendix**

<a href="#">PTA Curriculum Design</a>	93
<a href="#">PTA Curriculum Plan</a>	94-95
<a href="#">Your Rights and Responsibilities – Department of Disability Services</a>	96-97
<a href="#">Student Petition for Reinstatement</a>	99-100
<a href="#">Absence Form</a>	101
<a href="#">Honor Code Form</a>	103
<a href="#">Assumption of Risk Form</a>	105
<a href="#">Picture Consent Form</a>	107
<a href="#">Authorization to Photograph, interview, participate in laboratory activities</a>	109
<a href="#">Notification of Emergency Contact</a>	111
<a href="#">Acknowledgment of PTA Student Handbook</a>	113

Welcome to the Physical Therapist Assistant Program and the first critical step toward achieving your professional goals. In order to assist you in successfully completing your formal educational training, the information included in this student handbook becomes your responsibility. Please read all information included in the handbook. Policies and procedures of the college, as well as the program, must be adhered to in order to graduate from this program. Sinclair Community College (SCC) will confer an Associates of Applied Science degree (AAS) after successful completion of all requirements of the PTA program.

It is the role and responsibility of the PTA program faculty to meet requirements of: Sinclair Community College, the Commission on Accreditation in Physical Therapy Education, the American Physical Therapy Association code of ethics and the current demands of the health care profession, in training potential graduates from the PTA program. To that end, faculty is available for assistance with academic counseling along with the aid of the Life and Health Science Counselors and any other student services available to you to assure your success. It is a partnership that requires the full participation by both student and faculty with respect and open communication. The ultimate goal for students and faculty must be to graduate technically adept, professionally skilled Physical Therapist Assistants who will meet the dynamic challenges of the profession for many years to come through a commitment to lifelong learning.

Course content, the process of examination and evaluation, lab and classroom activity, as well as the clinical experience are designed to simulate every aspect of expected professional behavior. Beginning with the first day of class, all learning materials, textbooks, lecture, and practice problems will build your knowledge of your chosen profession. The faculty and clinical instructors are licensed PTs and PTAs who will act as role models and mentors. Their judgments concerning your progress through the curriculum will determine your readiness to graduate and sit for the licensing examination. Grades will continue to be the objective measure of this progress, but not the sole determinant of your success. Outcomes for student success will be measured by technical skills, behavioral characteristics essential to the PTA, development of professional behavior and demonstrated responsibility for the educational process. I look forward to working with you.

A handwritten signature in black ink that reads "Colleen K. Whittington". The signature is written in a cursive, flowing style.

Colleen Whittington, Chairperson, PTA Program

## Mission Statement Physical Therapist Assistant Program

The purpose of the Physical Therapist Assistant Program is to prepare students who will perform physical therapy services commensurate with the needs of the patients in their care as determined by the licensed physical therapist. Graduates work within the scope of practice as defined by their license and practice acts and in accordance with the Code of Ethics of the American Physical Therapy Association.

In providing each student a combination of technical, science, general education courses and clinical practical experience, successful students are awarded an associate of applied science degree as a physical therapist assistant. Each student is afforded the right to receive the maximum benefit of learning experiences for their professional growth, development, and advancement. The services of the physical therapist assistant are directed toward areas of health care including rehabilitative, preventative and restorative, and are practiced according to standards and ethical guidelines of the American Physical Therapy Association (APTA).

The Physical Therapist Assistant Program is the curricular vehicle that combines courses in physical, biological, social sciences, and liberal arts. The PTA curriculum includes a program of studies which provide the student with the clinical skills, critical thinking, and problem solving abilities to practice as a physical therapist assistant as outlined by the Commission on the Accreditation of Physical Therapy Education (CAPTE). The successful graduate will be a lifelong learner with marketable skills and work ethic.

The admissions process affords anyone achieving the pre-requisites of the program the opportunity for entry into the program. Once accepted, the students advance through a progressively difficult curriculum, building skills at all levels including cognitive, psychomotor, affective, and technical.

Student learning is enhanced when the program of studies has a practical approach and when student expectations are clearly stated. Students should be competent and accountable in reaching their career goals. Faculty and Counseling resources are made available to assure success in keeping with the mission of Sinclair Community College of providing affordable education to a diverse population.

## PHYSICAL THERAPIST ASSISTANT PROGRAM - Faculty

The Physical Therapist Assistant faculty members hold professional credentials as Physical Therapists and Physical Therapist Assistants. They have years of clinical experience in health care institutions and clinics before affiliating as health educators with Sinclair Community College. Full-time and part-time faculty are chosen by a group of their peers and evaluated regarding personal, professional growth and education. They also maintain licensure through appropriate continuing education as approved by the PT/OT/Athletic Trainers Licensing Board of Ohio.

Through continuing involvement in additional professional growth activities, faculty members are able to instruct students on the latest developments and advancements within the Physical Therapy profession. In addition, lecturers with special expertise supplement the faculty teaching.

The educational focus at Sinclair is student-directed and faculty and staff strive to use all available resources provided to the student by the college. The Physical Therapist Assistant faculty members are trained in classroom and clinical instruction through advanced degree work and classroom experience. The use of up-to-date technology is available to meet the demands of the future of the profession through interactive learning.

Clinical Instructors are licensed Physical Therapists and Physical Therapist Assistants who interact with faculty to assure a rich learning experience for the student in the clinical setting. They provide a crucial link between the academic faculty and the clinical environment.

### **FACULTY MEMBERS**

Colleen Whittington, MHS ,PT  
Professor/Chairperson  
Office: 01-011  
Telephone: 937-512-5355  
Office Hours: By Appointment

Emily Gilbert, MPT  
Associate Professor/  
CVCC Coordinator  
Office: CVCC 108  
Telephone: 937-512-5533  
Office Hours: By Appointment

Deb Belcher, DPT  
Associate Professor  
Office: 01-014  
Telephone: 937-512-5355  
Office Hours: By Appointment

### **PART-TIME FACULTY**

Barb Branstiter, PT, M.Ed, Professor  
John Connell, MPT  
Heather Stoner, PTA  
Steve Eilerman, PT  
Joy Tubbs, PT  
Brittany Singleton, MPT

Casey Berridge, PTA  
Amy Schlessman, PsyD, PT  
Katie Jenkins, DPT  
Becky Farley, PTA  
Nidena Liesner, PTA  
Mary Cheers, LMT

### **STAFF**

Eileen Trentman  
Administrative Assistant  
Office: 01-012A  
937-512-5355

Administrative Assistant  
Office: CVCC 108  
937-512-5533

## **LIFE AND HEALTH SCIENCES DIVISION (LHS)**

Rena Shuchat, RDH, MS  
Interim Dean, Life and Health Sciences

Marcena Smith  
Administrative Assistant to LHS Dean  
Office: 6142  
Telephone: 937-512-2919

Academic Advising Center  
Office: 11-346  
Telephone: 937-512-3700

Student Success Advising  
Courseview Campus Center  
513-339-1212

### CAMPUS REGISTRATION PROCEDURES

- A. Once admitted to the PTA program the student will be able to register for PTA classes.
- B. Copies of the current PTA curriculum are included in this handbook.

Additional information is available online at the program webpage:  
<http://www.sinclair.edu/academics/lhs/departments/pta/>

## **PAYING FOR EDUCATION**

One of the most valuable benefits of a Sinclair education is its affordable tuition. The money that you save while attending Sinclair can provide you the means to explore even more options as you continue your education. There are many ways that you can choose to pay for your education. Sinclair offers financial aid through federal, state and private programs in the form of scholarships, grants, work-study and loans. Last year more than 44.5% percent of our students benefited from this aid. Programs are available for both full and part-time study. Sinclair also offers the FACTS Payment Plan for students who are unable to pay their bill all at once.

## **SCHOLARSHIPS**

Scholarships should be the first source of aid that you look to for funding your college career because they do not have to be paid back. Sinclair awarded at least one scholarship to over 4,500 students in 2009. They may be given to students who show potential for excellence in a certain subject or field of study. Merit based scholarships are awarded based upon academic achievement. Financial need, group affiliations, community involvement and other criteria may be considered for non-merit scholarships.

**New High School Graduate Scholarships** are offered to new students based on high school academic performance. Sinclair is proud to award a generous amount of scholarships to incoming students each year. These scholarships are available during the school year immediately following high school graduation and range from \$900 - \$1,800 per year.

**Presidential Scholarships** are offered to new high school graduates whose credentials are above and beyond the general scholarship requirements. Other criteria considered for these awards include leadership, extracurricular activities and community service.

## **GRANTS**

Sinclair students who demonstrate a financial need may be eligible for a grant which will not need to be paid back. We strongly recommend ALL students apply for Federal Financial Aid by completing the free Application for Federal Student Aid (FAFSA).

Federal PELL grants are available for students who exhibit financial need and who are registered for at least one course. A federal formula is used to determine the grant amount which ranged between \$200 - \$5,350 for the 2009-2010 academic year. Federal Academic Competitiveness Grants (ACG) and Federal Supplemental Educational Opportunity Grants (FSEOG) may be other options for Sinclair students.

The Sinclair Financial Aid Office can also provide you with information about specialized grant programs. They can be reached at (937) 512-3000.

## **WORK STUDY PROGRAMS**

Some Sinclair students may be eligible for government funded work-study programs. These programs provide need-based employment to help students meet education costs and supplement their income. They allow students to work part-time on campus or with an approved off-campus employer. Students who are interested in work-study can indicate this on their FAFSA, and those who are eligible for work-study will see this information on their Sinclair financial aid package.

## **STUDENT LOANS**

Sinclair students whose financial aid needs cannot be met through scholarships, grants or work-study have other loan options to consider. This money will need to be paid back.

**Federal Direct Student Loans** are available for students enrolled for at least six hours per term. Depending on need, the loan will be subsidized (interest paid by the federal government while the student is attending school) or unsubsidized (interest begins accruing when the loan is paid out). Interest on federal student loans may be tax deductible. Loans are disbursed directly to Sinclair.

**Federal Parent PLUS Loans** may be available to parents of dependent students who are enrolled for at least six hours per term. A credit check is required for this loan. If you apply for and are denied a Federal Parent PLUS loan due to the credit check, the amount the student can borrow through an unsubsidized Stafford Loan may increase. The maximum amount a parent can borrow is the student's cost of attendance minus other financial aid. PLUS loans are disbursed directly to Sinclair.

### **TAX CREDITS**

There is an opportunity for families to claim up to \$2,500 in tuition and fees paid during the calendar year when they file taxes the following year. This can be done as a tax credit through the new American Opportunity Tax Credit.

Have questions about which options are right for you? Be sure to contact the Financial Aid Office for more information about the financial aid options available through Sinclair at (937) 512-3000.

### **COLLEGE SCHOLARSHIPS SUPPORTED BY THE FOUNDATION**

A portion of the Sinclair Foundation's general endowment also supports the college board of trustee's established scholarships. In 2009, over an additional 1,800 students received Sinclair scholarships totaling over \$476,000 supported, in part, by the Sinclair Foundation.

Sinclair Foundation scholarships may be available for students who demonstrate financial need or who meet other eligibility criteria. Whether you are a star athlete, a great debater or an active community volunteer, there may be a Sinclair Foundation scholarship for you. Students may earn scholarships for many reasons including academic achievement, group affiliation or participation, ethnicity and more. Many of Sinclair's departments also offer scholarships for students enrolled in a particular field of study.

This guide is designed to provide you additional information about the many Foundation scholarships available at Sinclair including those for part-time, full-time and general study. Be sure to carefully review the eligibility criteria to identify the scholarships that best meet your needs.

## How to Apply

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Students can apply for Sinclair Foundation scholarships through the online Scholarship Tracking and Review System (STARS) Online system. STARS will identify the most likely scholarship matches.

To get started, visit <http://www.Sinclair.edu/stars>:

- Make sure you are using Internet Explorer 6.0 or higher as your web browser
- Obtain your Sinclair e-mail address
- Obtain your Sinclair I.D. number
- Some financial need-based scholarships require you to complete the Free Application for Federal Student Aid (FAFSA)
- After reading the instructions, visit <http://scholarships.Sinclair.edu/stars> to start application.



For questions, contact the Financial Aid office at (937) 512-3000.



## **CURRICULUM**

The curriculum plan for the PTA program was developed with input from a program advisory committee of PT community leaders, faculty, clinicians, and graduates of the program. In addition, guidelines provided by the American Physical Therapy Association as well as accreditation standards are used to develop courses and experiences. The curriculum and program outcomes are assessed annually by faculty and program advisory committee members to assure it prepares the student to be successful with the licensing examination following graduation. A detailed curriculum plan is provided in Appendix A of this handbook.

A new class begins each Fall term. Admission occurs as a student completes the pre-requisites, which include PTA 106, BIO 121, PHY 100, ALH 104, HIM 121 (2012 and beyond) and a 2.5 grade point average (GPA). A grade of C must be maintained in all courses to remain in the program. This assures that a student can be successful in the clinical experience as well as passing the national licensing examination. The grading scale for PTA courses is 93 - 100 = A, 85 - 92 = B, 77 - 84 = C, 70 - 76 = D, <70 = F. The grading scale is used to prepare the student for first time passage of the national licensing examination .

Progress through the curriculum is monitored by the students and their PTA faculty advisor. A "D" in any non-PTA course must be retaken. The students will meet annually with their faculty advisor. Failure or withdrawal from the program will require reinstatement to the program. The reinstatement procedure is included in this handbook.

## PTA CURRICULUM –2011-2013

### QUARTERS TO SEMESTERS

**Prerequisite Courses:: BIO 121, ALH 104,PTA 106, Physics 100 (or higher),  
HIM 121(optional but highly recommended)**

Completion of these courses is required before acceptance into the program with a grade of "C" or better and a 2.5 GPA. Once completed, student is eligible for admission to future class.

**CR. HRS.**

**First Quarter – Fall**

PTA 116/117 Movement Science I	5
BIO 122 Anatomy and Physiology	4
PTA 110 Fundamentals of PTA Practice 1	3
ENG 111 English Comp and ENG 112 completed	3+3

**Second Quarter – Winter**

PTA 118 /119 Movement Science II	5
PTA 112 Pathology and PT Clinical Practice	1
MAT 101 Elementary Algebra (or higher)	4
ALH 220 Pathophysiology	4
PTA 129/132 Introduction to Therapeutic Exercise	3

**Third Quarter – Spring**

PTA 133/138 Intermediate Therapeutic Exercise	3
COM 225 Small Group Communication or COM 206	3
PTA 124 Clinical Procedures I	5
SOC 111 General Sociology and SOC 215 Cultural Diversity completed	3+3
PTA 221 Clinical Procedures III	2

**First Semester-Fall**

PTA 2230 Neuromuscular Rehabilitation	4
PTA 2238 Musculoskeletal Rehabilitation	2
PTA 2226 Clinical Procedures II	2
PTA 2211 Clinical Practicum I	2

**Second Semester-Spring**

PTA 2234 Practice Management	3
PTA 2212 Clinical Practicum II	2
PTA 213 Clinical Practicum III	2
HUM Elective	3
PED: 1205 Flexibility Fitness	1
1207 Yoga	
1209 Pilates	
1211 Aquatic exercise (main campus only)	
1217 Fitness Walking	
1219 Tai Chi	

### **Intro to Physical Therapy - PTA 106**

Purpose, philosophy, history, and development of the Physical Therapy profession. PTA duties, essential functions, legal and ethical responsibilities, and professional behaviors. Function of regulatory agencies, licensing bodies and professional associations. One hour lecture/week.

### **Fundamentals of PTA Practice I - PTA 110**

Scope and practice of the PTA; introduction to human responses; critical thinking; decision making and collaborative practice; foundation of therapeutic communication, business practices, ethics, documentation with emphasis on medical terminology and personal professional behaviors. Four hours lecture/week.

### **Movement Science I - PTA 116**

Clinical kinesiology with emphasis on integration of anatomy, physiology, physics and geometry in relationship to human movement. Two hours lecture, 6 hours lab/week.

### **Movement Science II - PTA 118**

Continuation of clinical kinesiology with emphasis on the effect of movement on posture, gait analysis, transfer techniques and body mechanics. Two hours lecture, 6 hours lab/week.

### **Pathology for PTA - PTA112**

Recognize and manage physiological response in body systems related to physical therapy interventions in commonly treated pathological conditions. One hour lecture/week.

### **Clinical Procedures I - PTA 124**

Physiology and clinical rationale for use and application of passive and mechanical physical agents with emphasis on application of the treatment plan, documentation of progress and attainment of treatment goals. 2 hour lecture and 9 hour lab/week.

### **Introduction to Therapeutic Exercise - PTA 129**

Theory and clinical rationale for use and application of basic therapeutic exercise and functional activity, as well as common tests and measurements, with emphasis on knowledge, performance, and patient education related to these procedures in a variety of settings. 1 hour lecture and 6 hour lab/week.

### **Intermediate Therapeutic Exercise - PTA 133**

Intermediate theory and clinical rationale for use of specific and targeted therapeutic exercises and functional activities, as well as special tests for treatment of those with common orthopedic and general musculoskeletal diagnoses. 1 hour lecture and 6 hour lab/week.

### **Clinical Procedures II - PTA 221**

Physiology and clinical rationale for use and application of athermal and deep thermal physical agents. One hour lecture and 3 hour lab/week.

### **Clinical Practicum I - PTA 211**

Introductory experience in the clinical setting under supervision of a PT or PTA clinical instructor. Application of theories and techniques for patient interventions, documentation and interdisciplinary interactions. 40 hours/week offsite clinical experience.

**Clinical Practicum II - PTA 2212**

Intermediate experience in the clinical setting under supervision of a PT or PTA clinical instructor. Application of theories and techniques for patient interventions, documentation and interdisciplinary interactions. 40 hours/week offsite clinical experience.

**Clinical Practicum III - PTA 2213**

Advanced experience in the clinical setting under supervision of a PT or PTA clinical instructor. Application of entry level performance including communication skills, problem solving, critical thinking and safety in therapeutic interventions. 40 hours/week offsite clinical experience.

**Musculoskeletal Rehabilitation - 2238**

Advanced theory and rationale for use of therapeutic exercises and functional activities, recognition and treatment of orthopedic conditions, complex and specialized diagnoses across the life span (ex. cardiovascular, pulmonary, obstetric, and endocrine disorders) as seen in PT practice. One hour lecture and four hours lab/week.

**Clinical Procedures III - PTA 2226**

Theory, rationale and clinical practice of manual therapy techniques and other therapeutic techniques frequently utilized in physical therapy for purpose of enhancing movement, decreasing pain, improving overall health and function, and reducing stress.  
Four hour lab per week.

**Neuromuscular Rehabilitation - PTA 2320**

Structure and function of the nervous. Use of therapeutic interventions for neurological, cardiovascular and pediatric pathologies. Two lecture and four lab hours per week.

**Practice Management - PTA 2234**

Study of management concepts, techniques, administrative skills and professional issues in the operation of a physical therapy practice. Legal and ethical issues involved with business practice, healthcare reform and community education. Preparation for state and national licensing examinations. Three lecture hours per week.

**SINCLAIR COMMUNITY COLLEGE  
PROGRAM OUTCOMES**

- |                                                                                                                                                                                                                                                                        |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Demonstrate appropriate, effective written, oral, and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences in all aspects of physical therapy services. (AFFECTIVE)</p>                                     | <p>PTA 106, 110, 124, 129, 133, 2238, 221, 2226, 2230, 211, 2212, 2213; SOC 111, 215; ENG 111,112; COM 225 or 206</p>        |
| <p>2. Provide safe, competent interventions and patient education, based on the plan of care established by the PT to minimize risk to the patient, self, and others and insure appropriate patient outcomes. (PSYCHOMOTOR/ COGNITIVE)</p>                             | <p>PTA 116, 118, 112, 124, 221,129,133, 2238, 2226, 2230, 2211, 2212, 2213; PHY 100, OR 141; BIO 121, 122, ALH 220</p>       |
| <p>3. Demonstrate clinical problem-solving skills in order to adjust the plan of care established by the PT, provide supervision of the physical therapy aide and work effectively on an interdisciplinary team.(COGNITIVE)</p>                                        | <p>PTA 106, 110, 112, 116, 118, 120, 124, 221, 129, 133, 238, 226, 230, 233, 211, 212, 213, 235; COM 225 or 206, ALH 220</p> |
| <p>4. Provide quality, efficient and cost effective physical therapy services utilizing human and material resources, computer technology, and current knowledge of reimbursement and regulatory requirements and state practice acts. (PSYCHOMOTOR AND AFFECTIVE)</p> | <p>PTA 106, 110, 120, 221, 226, 233, 235, 211, 212, 213, 235; ALH 104</p>                                                    |
| <p>5. Perform data collection techniques as outlined in the plan of care, reported through accurate, timely, and legible documentation. (PSYCHOMOTOR)</p>                                                                                                              | <p>PTA 110, 112, 124, 221 129, 133, 238, 226, 211, 212, 213, 235, 230, 233.</p>                                              |
| <p>6. Participate in professional development based on self-assessment, performance appraisals and demonstration of behaviors reflecting conduct outlined in the <i>Code of Ethics and Guide for Professional Conduct</i> of the APTA. (AFFECTIVE)</p>                 | <p>PTA 106, 110, 116, 118, 124, 221, 129, 133, 238, 226, 211, 212, 213, 235</p>                                              |

## WEB ENHANCED COURSEWORK

The PTA program uses online delivery of course information including syllabi, outlines, assignments, lecture materials, email, discussion groups, and testing. The purpose of this web-enhanced course delivery has proven useful for several reasons.

1. The student can access materials at their convenience and from any location. (The student is encouraged to take online tests at the college in order to prevent problems with equipment at home.)
2. Early and frequent use of materials allows the student to be prepared for class discussion.
3. Instructors are able to spend class time expanding on information and emphasizing important principles for the information provided online.
4. The national examination for licensing is a timed, online test following graduation. The program online testing has prepared graduates to be familiar with this testing process.
5. Discussion forums in the first two terms are used to encourage group and team work. Online discussion can occur at times available for all students in the group.
6. The grade book reflects ongoing tracking of student progress with assignments and tests.

Online instructional software is available from campus computers and is referenced in course syllabus. Access to exercise program software by Physio tools will be available from any computer location and is also indicated in course syllabus.

It is not necessary for a student to own a computer. SCC computer labs are available on the main campus, learning centers and the Courseview campus. IT support is also available at these locations and if working from home, is available daily until midnight by calling the HELP desk at the college number 937-512-4357

The ALH 104 and PTA 106 class prepares the student in the use of computer learning and information access. If a student is not comfortable with this form of learning, they need to contact the PTA chairperson for individual tutoring for use of computer online learning. The web enhanced coursework is in addition to all regularly scheduled classes on campus class.

The following link is helpful with expanding understanding of the ANGEL course tool used in the program. <http://www.sinclair.edu/about/offices/helpdesk/faq/angel/>

## ADDITIONAL RESOURCES AVAILABLE

- REFERENCE TEXTBOOKS
- ANATOMICAL MODELS/CHARTS
- TECHNICAL EQUIPMENT
- COMPUTER PROGRAMS
- PRINTER WITH PERMISSION OF INSTRUCTOR ONLY
- **COPIER (specific course assignment usage only)**
- AUDIO-VISUAL EQUIPMENT
- Exercise cards in class and online
- Home program instructional booklets
- Phone for emergencies and local phone calls only.
- PT Journal, PT magazine,

The PTA program is a small program reliant on the honor system to maintain valuable and expensive resources. Students using the facilities are responsible for cleaning up after usage and replacing used resources from stores such as printer paper, paper towels, etc. Any damage or breakage needs to be reported to the program office administrative assistant at 512-5355 as soon as possible. Any intentional destruction or theft will be referred to Student Judicial Affairs.

**AT no time are children allowed in PTA program classrooms. This is for the child's safety and that of other students.**

## PHYSICAL THERAPIST ASSISTANT PROGRAM INFORMATION

The PTA program consists of consecutive terms of both technical and support classes which will be reviewed annually. The information provided is subject to change due to needs of the college, accrediting agencies, the profession, and the faculty.

1. Plan to spend at least two hours out of class for every hour in class for study time and class preparation. Successful students work in study groups and spend additional time practicing skills in open lab.
2. Cost of textbooks and materials required for classes will be approximately \$500 per term. Books will be used throughout the curriculum and for preparation for the licensing examination as well as a resource when in clinical practice.
3. All classes are web-enhanced. Students access e-lessons, syllabus, course outline and tests online in preparation for class participation
4. If you have any special needs that may prohibit full participation in lab and clinical practicum, the faculty must be notified through the office of Educational Support Services during the first term. Every effort for assistance with special problems will be made, but the profession is demanding both physically and intellectually and accommodations must meet the requirements of the college as well as the profession (See essential functions).
5. **You must maintain a 2.0 GPA once you begin the PTA curriculum. All PTA courses must be maintained in sequence as outlined in the curriculum you entered under. A grade of 'C' must be maintained in all PTA courses and support courses within the curriculum. A grade of 'D' will mean dismissal from the program. If a 'D' has been earned in any general course it must be retaken to achieve a minimum of 'C' prior to, or during the scheduled sequence in the curriculum.**
6. Improper, unethical, or any other documented behavior deemed unacceptable in classes or practicum placements will result in counseling with written verification. Continuation of such behavior will be considered grounds for dismissal from the program. Behavioral standards and college and program policies are outlined in this handbook and the Student Judicial Affairs Code of Conduct Handbook available online.
7. Reinstatement into the program is possible following withdrawal or dismissal on academic or behavioral grounds. (Please see policy in this handbook.)
8. Adequate transportation will be necessary by the fourth term due to travel to clinical sites. Some clinics may be as far as 50-60 miles one way.
9. Many students find it difficult to continue working full-time once they enter the curriculum due to the intensity of a full course load and out-of-class study time.
10. Preparation for licensure will begin during the last term with application materials acquired by the student from the Ohio OT/PT/Athletic Trainer board in Columbus. The current national and state licensing examinations are taken approximately 60 days after graduation with the approval by the state licensing board of application

materials and payment of all fees. Currently, the examinations are scheduled individually by the graduate to be taken on computer at a Learning Center approved by the licensing board. The approximate cost of the examinations and application fees is \$775. The faculty is available to assist with the process, but it is the student's responsibility to initiate and follow-through with the application process.

11. Registration for all lab sessions is done through the registration process with a cap on the total number of students in each lab due to space needs and faculty supervision.
12. Additional practice with lab equipment is prohibited without a faculty member on premise and without prior permission. During the term, all additional lab practice hours will be posted with faculty involvement, but will be limited. The time available during regularly scheduled lab sessions is sufficient for all students to acquire the knowledge needed to perform in a practical examination. At least two faculty members are scheduled to assist in each lab to afford adequate time for demonstration and answering of questions.
13. The classroom has resources available for study, including a computer, printer, video tapes, and books. Sign out of materials is required to assure availability of resources for years to come. The audiovisual equipment is also available for presentations to the class, including, video and, digital cameras, and lap top computer. Access to the classrooms is by signing out keys from the program administrative assistant in (**Room 01-012A or CVCC 108**). The keys must be returned by **4 p.m.** each day.
14. Any problems which arise between students or with a class are to be brought to the attention of a faculty member with possible solutions provided by the student seeking assistance. Conflict management with patients and in clinical situations begins with learning how to interact with your fellow students and faculty members during the program.
15. **Language skills, dress, cleanliness, and respect are essential characteristics demonstrated in every classroom and lab environment. The student must also be aware that in order to learn how to assist patients, there is a level of familiarity with the human body which will be practiced on themselves and their classmates while learning transfers, gait and application of heat, cold, electrical current, therapeutic exercise, massage and mobilization of soft tissue. Humor is used to ease many situations, but not at the expense of any one person. Sexual innuendo is prohibited as well as foul language or gestures.**
16. Professional behaviors are defined in PTA 106 and part of student evaluation throughout all PTA courses. If faculty counseling is required and no change in behaviors is noted, a course grade may be affected.
17. The college has adopted a student Honor Code which is available to review online at [my.sinclair.edu](http://my.sinclair.edu) or in the College Catalogue.

***This is not intended to be a complete list, but is made available to you to stimulate additional questions, which may help to clarify your educational experience. Please ask faculty for clarification prior to making any additional assumptions regarding the program. Communication is the key to success in the PTA program as well as in clinical practice.***

## Clinical Affiliation

Students frequently have questions and concerns about clinical affiliations. As the Academic Coordinator of Clinical Education (ACCE) for this program, I want to provide you with some information about clinical rotations to help begin to answer some of those questions. More specific information will become available to you as you approach your first clinical affiliation.

The Physical Therapist Assistant (PTA) program at Sinclair Community College (SCC) is composed of two components, academic and clinical. The academic component is conducted on campus and is composed of classroom and laboratory practice. The student handbook explains the academic component.

The clinical component is composed of three full-time 5 week clinical affiliations. These affiliations are scheduled during the last five weeks of Fall Semester and two during the first 10 weeks of Spring Semester of the students' 2<sup>nd</sup> year in the program. The affiliations are conducted in a clinical setting with the student working a schedule that simulates current employment standards.

The affiliation component of the curriculum is vital, as it allows the student the opportunity to practice the material learned in the academic setting and gives the student the opportunity to experience different practice environments. The ACCE maintains adequate clinical affiliation sites to allow the student the opportunity to participate in three diverse clinical affiliations. This allows the student to experience different clinical settings as well as different patient populations.

While in the clinical setting, the student will be assigned a Clinical Instructor (CI) who will be responsible for mentoring the student and monitoring the students' progress. The CI is responsible for providing ample educational experiences for the student and completing the Clinical Performance Instrument (CPI) which is the tool used to assess the student's progress toward clinical competence. The Professional Behaviors addressed through the self-assessment process in the curriculum are directly linked to the behaviors evaluated in the clinic.

The ACCE or another faculty member will make at least one site visit for each student in each clinical affiliation. At this site visit, the CI, student, and ACCE will meet to discuss the students' level of performance.

The clinical sites are varied to provide diverse populations for the student. Many sites are located within a 50-60 mile radius of SCC but some are located at a greater distance. The student will be assigned to each clinical site based upon availability and opportunity for diverse patient population. If a student needs specific accommodations, the ACCE and student will work together to address the need.

Near the end of the first year in the program, the ACCE will have a mandatory meeting with the class of students who will be entering the clinic the following Fall Semester to discuss the clinical process. The students will receive a Clinical Education Manual which will have specific information pertaining to the clinical experience. Information regarding immunizations, background checks, and other requirements are included in the Clinical Education Manual.

Debra A Belcher  
Deb Belcher, ACCE, Sinclair Community College PTA Program

## **Behavioral Policies and Procedures**

Sinclair Community College and the faculty of the PTA program recognize their responsibility for developing students who will demonstrate the highest professional behavior and ethical practice. A student may be removed from a course or clinical experience by an instructor, and assigned an “F” grade for the course, for engaging in unsafe or unethical practice(s). This policy covers behaviors in college laboratory/workshop, classroom, and clinical practicum or internship settings. This removal and grade may occur at any time during the term. SCC clearly states this college policy including procedure for removal from the program.

The student accepted into the PTA program is held to the behavioral guidelines included in this handbook as well as those behaviors introduced during the fall term related to clinical practical behaviors. In addition, behaviors related to attendance, tardiness, dress, demeanor, and interpersonal skills will be monitored during class and laboratory sessions. The development of a professional PTA begins from the first day of the curriculum and should be viewed by the student as different as the attitudes and behaviors accepted during their pre-requisite course work.

In addition, safe and respectful use of equipment, resources, and facilities reflects the development of skills essential to assure employability. Professional behaviors are introduced to the student in PTA 106. Progression through each PTA course will include evaluation of these behaviors. The instructor will provide an assessment sheet to note student progress. The student will provide their faculty advisor with a self-assessment done with the same form each term. Evaluation of professional behaviors is ongoing and will be reflected in grading.

A student will receive written notice of any behavior which does not meet the standards of the PTA program and will be expected to show immediate improvement, with assist from the faculty, as a first step toward preventing failure of the class. Failure to improve, or behavior sufficiently serious to warrant immediate failure, will require counseling with faculty and Life and Health Science counselors to assess future options and development of an Individual Educational Plan.

The professional behaviors reflect requirements of the profession. This tracking process prepares the student for the clinical education portion of their education. In addition, graduates and employers continue to emphasize the need for students to display these behaviors.

## Professional Behaviors for the 21<sup>st</sup> Century

### Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first clinical experience.

Intermediate Level – behaviors consistent with a learner after the first clinical experience

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

### Background Information

In 1991 the faculty of the University of Wisconsin-Madison, Physical Therapy Educational Program identified the original Physical Therapy - Specific *Generic Abilities*. Since that time these abilities have been used by academic programs to facilitate the development, measurement and assessment of professional behaviors of students during both the didactic and clinical phases of the programs of study.

Since the initial study was conducted, the profession of Physical Therapy and the curricula of the educational programs have undergone significant changes that mirror the changes in healthcare and the academy. These changes include managed care, expansion in the scope of physical therapist practice, increased patient direct access to physical therapists, evidenced-based practice, clinical specialization in physical therapy and the American Physical Therapy Association's Vision 2020 supporting doctors of physical therapy and adoption of the Professionalism in Physical Therapy: Core Values of the APTA.

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs.

The Physical Therapist Assistant working under the direction of the Physical Therapist must develop and sustain behaviors which will assure the delivery of patient/client interventions of the highest quality.

The **Professional Behaviors** definitions and resultant self-assessment form, is the culmination of research conducted by the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA of the University of Wisconsin. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level.

### Preamble

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the **Professional Behaviors** Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This **Professional Behaviors** Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each **Professional Behavior** is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the **Professional Behavior** they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

**It is critical that students, academic and clinical faculty utilize the Professional Behaviors Assessment Tool in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.**

Opportunities to reflect on each **Professional Behavior** through self assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess each behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool's use, and ultimately professional growth of the learner. The **Professional Behaviors** Assessment Tool allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains.

### **Professional Behaviors**

1. **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.

#### ***Beginning Level:***

- ❖ Raises relevant questions
- ❖ Considers all available information
- ❖ Articulates ideas
- ❖ Understands the scientific method
- ❖ States the results of scientific 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

#### ***Intermediate Level:***

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses

- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

**Entry Level:**

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative hypotheses and ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ❖ Justifies solutions selected

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

**Beginning Level:**

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and 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

**Intermediate Level:**

- ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ❖ 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)

**Entry Level:**

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with 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

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

**Beginning Level:**

- ❖ Recognizes problems
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

**Intermediate Level:**

- ❖ Prioritizes problems
- ❖ Identifies contributors to problems
- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)

- ❖ Considers consequences of possible solutions

**Entry Level:**

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates general ability of current evidence to a particular problem

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

**Beginning Level:**

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in 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

**Intermediate Level:**

- ❖ 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

**Entry Level:**

- ❖ 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 communication and emotional responses during interactions and modifies own behaviors based on them

5. **Responsibility** – 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.

**Beginning Level:**

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for patients
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

**Intermediate Level:**

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting

- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

**Entry Level:**

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

**6. Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

**Beginning Level:**

- ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Projects professional image
- ❖ Attends professional meetings
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

**Intermediate Level:**

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ 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

**Entry Level:**

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare 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
- ❖ 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

**7. Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

**Beginning Level:**

- ❖ 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

**Intermediate Level:**

- ❖ 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

**Entry Level:**

- ❖ 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

**8. Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

**Beginning Level:**

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

**Intermediate Level:**

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

**Entry Level:**

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ 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

**9. Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self,

patient/clients and their families, members of the health care team and in work/life scenarios.

**Beginning Level:**

- ❖ Recognizes own stressors
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

**Intermediate Level:**

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

**Entry Level:**

- ❖ 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 potential stressors with self and others

**10. Commitment to Learning** – 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.

**Beginning Level:**

- ❖ 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
- ❖ Plans and presents an in-service or cases studies

**Intermediate Level:**

- ❖ 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 professional practice

**Entry Level:**

- ❖ 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, under the direction of the PT.
- ❖ Consults with other health professionals and physical therapists for treatment ideas

## **ASSESSMENT OF PROFESSIONAL BEHAVIORS**

During the first term of the program the student meets with their faculty advisor to discuss the professional behaviors. The student is given direction on how to self-assess using the ten definitions provided. A professional behaviors form is used throughout the process.

During each subsequent term the self assessment is continued with the points added to specific courses for completion of the task.

The time spent by students and faculty prove beneficial in moving the students forward and through the clinical experience. In addition, emphasis on critical thinking and problem solving is given across the curriculum.

The Core Values adopted by the APTA have been included in this handbook to further expand the student's understanding of the professional expectations.

## **ACADEMIC INTEGRITY POLICY**

### **STUDENT JUDICIAL AFFAIRS CODE OF CONDUCT HANDBOOK**

#### **Academic Integrity Policy**

Sinclair Community College is dedicated to the pursuit of truth. The pursuit of truth is grounded in certain core values, including diligence, civility, and honesty. Academic misconduct is defined as any activity which tends to compromise the academic integrity of the college and to subvert the process of education. Any form of academic dishonesty is subject to disciplinary action and could result in failure in a course. Academic dishonesty includes, but is not limited to the following:

1. **Cheating** - Conduct on an exam or assignment in any of the following ways: use of textbooks or notes not authorized by the instructor, communication with any other student during an exam; looking at another student's paper (or computer screen); obtaining unauthorized copies of an exam prior to the exam time, having someone other than the student take an exam or complete an assignment.
  
2. **Facilitating Academic Dishonesty** - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
  
3. **Plagiarism** - Submitting an assignment as the original work that is wholly or in part the work of another without proper acknowledgement.

SCC policies consider a violation of this policy a Level II offense and will result in immediate referral to the SCC student conduct committee for investigation and sanctions. Possible sanctions may include but are not limited to:

- Written warning
- Temporary loss of privileges
- Written reprimand
- Monetary restitution
- Work/service restitution
- Referral to a counselor
- Educational assignment
- Withdrawal from current classes (this would include an automatic D in a PTA class if it is determined that there has been a violation.)
- Probation
- Suspension (including specific conditions for readmission), and/or
- Permanent loss of privileges.

## Honor Code

The Honor Code is a statement of positive behaviors encouraging ethical practice regarding what one should do, a counter balance to the student, faculty, and staff codes of conduct with a positive focus on encouraging ethical behavior.

**"As a member of the Sinclair College community of students, faculty, and staff, I will uphold the values of citizenship, social-responsibility, and personal accountability. I will maintain the highest standards of professional and academic ethics. I will uphold my personal integrity, dignity, and self-respect by being fair and honest at all times and by treating all individuals with respect. By honoring these ideals, I will be building a better future for myself, my college, and my local, regional, and global communities."**

SCC COLLEGE CATALOGUE:

<http://sinclair.edu/catalog/pub/2010-2011catalog.pdf>

# PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES

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American Physical Therapy Association

## **PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES**

### **Introduction**

In 2000, the House of Delegates adopted Vision 2020 and the Strategic Plan for Transitioning to A Doctoring profession (RC 37-01). The Plan includes six elements: Doctor of Physical Therapy, Evidenced-based Practice, Autonomous Practice, Direct Assess, practitioner of Choice, and Professionalism, and describes how these elements relate to and interface with the vision of a doctoring profession. In assisting the profession in its transition to a doctoring profession, it seemed that one of the initiatives that would be beneficial was to define and describe the concept of professionalism by explicitly articulating what the graduate of a physical therapist program ought to demonstrate with respect to professionalism. In addition, as a byproduct of this work, it was believed that practitioner behaviors could be articulated that would describe what the individual practitioner would be doing in their daily practice that would reflect professionalism.

As a part of the preparation for this consensus conference, relevant literature was reviewed to facilitate the development of the conference structure and consensus decision-making process. Literature in medicine 3, 18, 19, 25, 27 reveals that this profession continues to be challenged to define professionalism, describe how it is taught, and determine how it can be measured in medical education. The groundwork and advances that medicine laid was most informative to the process and product from this conference. Physical therapy acknowledges and is thankful for medicine's research efforts in professionalism and for their work that guided this conference's structure and process.

Eighteen physical therapists, based on their expertise in physical therapist practice, education, and research, were invited to participate in a consensus-based conference convened by APTA's Education Division on July 19-21, 2002. The conference was convened for the purpose of:

1. Developing a comprehensive consensus-based document on Professionalism that would be integrated into A Normative Model of Physical Therapist Professional Education, Version 2004 to include a) core values of the profession, b) indicators (judgments, decisions, attitudes, and behaviors) that are fully consistent with the core values, and c) a professional education matrix that includes educational outcomes, examples of Terminal Behavioral Objectives, and examples of Instructional Objectives for the classroom and for clinical practice.
2. Developing outcome strategies for the promotion and implementation of the supplement content in education and, where feasible, with practice in ways that are consistent with physical therapy as a doctoring profession.

The documentation developed as a result of this conference is currently being integrated into the next version of A Normative Model of Physical Therapist Professional Education: Version 2004. The table that follows is a synopsis of a portion of the conference documentation that describes what the physical therapist would be doing in his or her practice that would give evidence of professionalism.

In August 2003, Professionalism in Physical Therapy: Core Values was reviewed by the APTA Board of Directors and adopted as a core document on professionalism in physical therapy practice, education, and research. (V-10; 8/03)

We wish to gratefully acknowledge the efforts of those participants who gave their time and energies to this challenging initiative; a first step in clearly articulating for the physical therapist what are the core values that define professionalism and how that concept would translate into professional education.

## PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES

Seven core values were identified during the consensus-based conference that furthered defined the critical elements that comprise professionalism. These core values are listed below in alphabetical order with no preference for ranking given to these values. During the conference many important values were identified as part of professionalism in physical therapy, however not all were determined to be core (at the very essence; essential) of professionalism and unique to physical therapy. The seven values identified were of sufficient breadth and depth to incorporate the many values and attributes that are part of physical therapist professionalism. The group made every effort to find the optimum nomenclature to capture these values such that physical therapists could resonate with each value and would clearly understand the value as provided by the accompanying definition and indicators.

For each core value listed, the table that follows explicates these values by providing a core value definition and sample indicators (not exhaustive) that describe what the physical therapist would be doing in practice, education, and/or research if these core values were present.

- |                                                                                                                                                                           |                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><b>1. Accountability</b></li> <li><b>2. Altruism</b></li> <li><b>3. Compassion/Caring</b></li> <li><b>4. Excellence</b></li> </ul> | <ul style="list-style-type: none"> <li><b>5. Integrity</b></li> <li><b>6. Professional Duty</b></li> <li><b>7. Social Responsibility</b></li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|

Core Values	Definition	Sample Indicators
Accountability	Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.	<ul style="list-style-type: none"> <li>1. Responding to patient's/client's goals and needs.</li> <li>2. Seeking and responding to feedback from multiple sources.</li> <li>3. Acknowledging and accepting consequences of his/her actions.</li> <li>4. Assuming responsibility for learning and change.</li> <li>5. Adhering to code of ethics, standards of practice, and policies/procedures that govern the conduct of professional activities.</li> <li>6. Communicating accurately to others (payers, patients/clients, other health care providers) about professional actions.</li> <li>7. Participating in the achievement of health goals of patients/clients and society.</li> <li>8. Seeking continuous improvement in quality of care.</li> <li>9. Maintaining membership in APTA and other organizations.</li> <li>10. Educating students in a manner that facilitates the pursuit of learning.</li> </ul>
Altruism	Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self interest.	<ul style="list-style-type: none"> <li>1. Placing patient's/client's needs above the physical therapists.</li> <li>2. Providing pro-bono services.</li> <li>3. Providing physical therapy services to underserved and underrepresented populations.</li> <li>4. Providing patient/client services that go beyond expected standards of practice.</li> <li>5. Completing patient/client care and professional responsibility prior to personal needs.</li> </ul>

Core Values	Definition	Sample Indicators
Compassion/ Caring	<p>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</p> <p>Caring is the concern, empathy, and consideration for the needs and values of others.</p>	<ol style="list-style-type: none"> <li>1. Understanding the socio-cultural, economic, and psychological influences on the individual's life in their environment.</li> <li>2. Understanding an individual's perspective.</li> <li>3. Being an advocate for patient's/client's needs.</li> <li>4. Communicating effectively, both verbally and non-verbally, with others taking into consideration individual differences in learning styles, language, and cognitive abilities, etc.</li> <li>5. Designing patient/client programs/interventions that are congruent with patient/client needs.</li> <li>6. Empowering patients/clients to achieve the highest level of function possible and to exercise self-determination in their care.</li> <li>7. Focusing on achieving the greatest well-being and the highest potential for a patient/client.</li> <li>8. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases.</li> <li>9. Embracing the patient's/client's emotional and psychological aspects of care.</li> <li>10. Attending to the patient's/client's personal needs and comforts.</li> <li>11. Demonstrating respect for others and considers others as unique and of value.</li> </ol>
Core Values	Definition	Sample Indicators
Excellence	<p>Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.</p>	<ol style="list-style-type: none"> <li>1. Demonstrating investment in the profession of physical therapy.</li> <li>2. Internalizing the importance of using multiple sources of evidence to support professional practice and decisions.</li> <li>3. Participating in integrative and collaborative practice to promote high quality health and educational outcomes.</li> <li>4. Conveying intellectual humility in professional and interpersonal situations.</li> <li>5. Demonstrating high levels of knowledge and skill in all aspects of the profession.</li> <li>6. Using evidence consistently to support professional decisions.</li> <li>7. Demonstrating a tolerance for ambiguity.</li> <li>8. Pursuing new evidence to expand knowledge.</li> <li>9. Engaging in acquisition of new knowledge throughout one's professional career.</li> <li>10. Sharing one's knowledge with others.</li> <li>11. Contributing to the development and shaping of excellence in all professional</li> </ol>

		roles.
Integrity	Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.	<ol style="list-style-type: none"> <li>1. Abiding by the rules, regulations, and laws applicable to the profession.</li> <li>2. Adhering to the highest standards of the profession (practice, ethics, reimbursement, Institutional Review Board [IRB], honor code, etc).</li> <li>3. Articulating and internalizing stated ideals and professional values.</li> <li>4. Using power (including avoidance of use of unearned privilege) judiciously.</li> <li>5. Resolving dilemmas with respect to a consistent set of core values.</li> <li>6. Being trustworthy.</li> <li>7. Taking responsibility to be an integral part in the continuing management of patients/clients.</li> <li>8. Knowing one’s limitations and acting accordingly.</li> <li>9. Confronting harassment and bias among ourselves and others.</li> <li>10. Recognizing the limits of one’s expertise and making referrals appropriately.</li> <li>11. Choosing employment situations that are congruent with practice values and professional ethical standards.</li> <li>12. Acting on the basis of professional values even when the results of the behavior may place oneself at risk.</li> </ol>
Professional Duty	Professional duty is the commitment to meeting one’s obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.	<ol style="list-style-type: none"> <li>1. Demonstrating beneficence by providing “optimal care”.</li> <li>2. Facilitating each individual’s achievement of goals for function, health, and wellness.</li> <li>3. Preserving the safety, security and confidentiality of individuals in all professional contexts.</li> <li>4. Involved in professional activities beyond the practice setting.</li> <li>5. Promoting the profession of physical therapy.</li> <li>6. Mentoring others to realize their potential.</li> <li>7. Taking pride in one’s profession.</li> </ol>
Social Responsibility	Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.	<ol style="list-style-type: none"> <li>1. Advocating for the health and wellness needs of society including access to health care and physical therapy services.</li> <li>2. Promoting cultural competence within the profession and the larger public.</li> <li>3. Promoting social policy that effect function, health, and wellness needs of patients/clients.</li> <li>4. Ensuring that existing social policy is in the best interest of the patient/client.</li> <li>5. Advocating for changes in laws, regulations, standards, and guidelines that affect physical therapist service provision.</li> </ol>

		<ol style="list-style-type: none"><li>6. Promoting community volunteerism.</li><li>7. Participating in political activism.</li><li>8. Participating in achievement of societal health goals.</li><li>9. Understanding of current community wide, nationwide, and worldwide issues and how they impact society's health and well-being and the delivery of physical therapy.</li><li>10. Providing leadership in the community.</li><li>11. Participating in collaborative relationships with other health practitioners and the public at large.</li><li>12. Ensuring the blending of social justice and economic efficiency of services.</li></ol>
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## **Standards of Ethical Conduct for the Physical Therapist Assistant**

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

### **Preamble**

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

### **Standards**

**Standard #1:** Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

**Standard #2:** Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Standard #3:** Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when

patient/client status requires modifications to the established plan of care.

**Standard #4:** Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

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



## **Physical Therapist Assistant Program Outcomes Assessment Tools**

**Program Goal:** Provide the students with the technical skill development and clinical experience to function under the direction of a physical therapist as a competent PTA.

### **Cognitive Outcomes are assessed by review of**

- ◆ Licensing board exam for entry-level practitioners provided by the National Federation of State Licensing Boards
- ◆ Clinical Instructor Assessment
- ◆ Program Comprehensive Examination

### **Psychomotor Outcomes assessed by passage of**

- ◆ Completion of Clinical Practicum Clinical Performance Instrument (CPI): As outlined by the standards of the Commission on Accreditation in Physical Therapy Education (CAPTE)
- ◆ Course Lab Practicals
- ◆ Skill Competencies

### **Affective Outcomes are assessed by review of**

- ◆ ACCE or faculty member clinical site visit
- ◆ Annually meeting/mentoring with faculty advisor

### **Overall Program Outcomes are assessed by review of**

- ◆ Graduate Survey
- ◆ Program Advisory committee input
- ◆ National licensing examination result for first time takers of examination
- ◆ ACCE summary of student clinical experiences
- ◆ Employer Survey
- ◆ Faculty
- ◆ Student course assessments

## **ASSESSMENT**

The key to achieving your educational goals is to participate in ongoing assessment of your progress. This is done in many ways throughout the curriculum, but begins with the most important task of self-assessment. This includes insights into how you learn, how you problem solve and deal with stress. We will continually remind you throughout the program that you must recognize both your strengths and weaknesses, cultivate interpersonal communication skills, and recognize your limitations as well as the possibilities for growth in your career. This is one of the most difficult concepts for students to embrace. We use a wide variety of assessment tools to assist you with this self-discovery. A partial listing of these tools follows to help you begin to understand and appreciate the challenges before you.

1. **SELF-ASSESSMENT:** This occurs in meetings with faculty, advisors, peers and when in group situations. Self-assessment assists the student's progress toward entry-level professional behaviors and skills. It is critical for you to understand yourself and any changes you will be making in order to help others using a therapeutic approach.
  
2. **TESTS:** Reading, note taking and memorization of facts has been the basis for testing throughout your schooling. We will employ a variety of written test questions from multiple choice, matching, fill in the blank and essay. Test scores reflect your best effort as well as preparation. Tests are not considered a predictor of passing or failing of the course each time a grade is received. The total number of points achieved in a course determine passing or failing. A large percentage of testing will be online. Please refer to the student Honor code at [my.sinclair.edu](http://my.sinclair.edu) or in the college student handbook.
  
3. **GRADES:** We use a very high grading scale to match the expectations of passing the national licensing examination. Grades are an objective method for determining progress, but are not always reflective of your potential. We understand that, and design many ways to assess your progress in each course. To that end, total points earned in a course are not the sole determining factor of a final grade.
  
4. **LAB PRACTICALS:** The majority of the courses in the program have a lab component that is essential to demonstrate application of learned concepts. Every effort is made to create an atmosphere of testing that will simulate the PT/PTA and PTA/patient interaction. The lab practicals become increasingly demanding with the expectation that

proctor evaluation is used to improve performance in the classroom and lab. These oral examinations are stressful, but reflect the use of problem solving and critical thinking skills as well as communication skills required by the profession. Safety in providing patient interventions is a primary component of grading lab practicals.

5. **PROFESSIONAL BEHAVIORS:** These standards have been adopted in order to move the student to a level of personal responsibility than may have previously been required in a classroom or workplace environment. Each faculty member monitors the categories, as outlined, and gives input to the student and faculty advisor if there is a concern. Consistently poor behavior will have a consequence in the grade for the course. Professional behaviors are also linked to the clinical assessment standards.
6. **SERVICE LEARNING:** Participation in a service learning project will be required as part of the final student assessment. Students will discuss the importance of and opportunities for service learning in the first term of the program and will be required to complete the project(s) by the fifth term in the curriculum. Access to the forms required and information about volunteering are at <http://www.sinclair.edu/about/learning/slearning/>.
7. **ROLE PLAYING:** You will begin role playing for classmates in the lab practical experience during the first term of the program. Being on both sides of this practice helps you learn by doing and experiencing some of the emotions and confusion both the clinician and patient might feel in practice.
8. **GROUP PROJECTS:** As a PTA, you will always work as a member of a team. Group projects are designed to help you develop your abilities to work with a wide variety of personalities. Time management, communication, stress management, and responsibility are beneficial learned behaviors from this form of assessment.
9. **PARTICIPATION IN APTA ACTIVITIES:** The importance of your membership in and participation with the American Physical Therapy Association (APTA) begins with attending monthly district meetings. Both educational and informative, it is your assurance that the profession will continue to thrive and serve its members and the

public, throughout your career. The APTA also provides inexpensive membership for the student and access to student health insurance.

10. **RESEARCH PAPERS AND PRESENTATIONS:** In order to assure that you become a life-long learner, these projects expose you to available resources for continued learning. They may be individual or group and require a verbal presentation. During the clinical experience you will be required to research and present to the staff of your clinical facility.

## ESSENTIAL SKILLS AND COMPETENCIES

COURSE	SKILL /COMPETENCY	CHECK OFF	LAB PRACTICUM /CLINICAL	SAFETY RISK 1-MIN harm to patient/PTA 2-MOD harm to patient/PTA 3-MAX harm to patient/PTA (FAIL lab praciticum/Clinica l)
PTA 110	✓ Documentation	X		
PTA 116	✓ Upper Extremity Anatomy		X	1
PTA 118	✓ Documentation	X		
	✓ Posture Analysis: normal vs. abnormal			
	✓ Stress Management / Relaxation / Breathing: pt. & self-management			
	✓ Lower Extremity Anatomy		X	1
	✓ Gait Analysis: normal vs. abnormal		X	1
PTA 124	✓ Transfer techniques: body mechanics, pt. safety & comfort, environmental safety, pt. education		X	3
	✓ Body Mechanics: (as part of Transfer Comp)		X	2
	✓ Total Body Movement: precursor to understanding abnormal movement patterns		X	1
PTA 124	✓ Hot and Cold Application: skin check/sensation; indications/contraindications	X		2
	✓ Positioning/Draping: skin integrity			2
	✓ Vital Signs: application without injury, accuracy			1
	✓ Whirlpool Application:: operation of equipment/precautions and contraindication			2
	✓ Sterile Technique/Dressings: precautions, application			1
	✓ Wheelchair operation: equipment mgt., safe operation, patient instruction			2
	✓ Traction: Pelvic and Cervical: indications/contraindications, set-up, termination of treatment			X

COURSE	SKILL /COMPETENCY	CHECK OFF	LAB PRACTICUM /CLINICAL	SAFETY RISK 1-MIN harm to patient/PTA 2-MOD harm to patient/PTA 3-MAX harm to patient/PTA (FAIL Lab Practicum/Clinical)
PTA 124	✓ Gait Training and Assistive Devices; Choice of device, measuring device, demonstration to patient, guarding, variety of obstacles, patient education.		X	3
PTA 221	✓ Ultrasound : indication/contraindication, application positioning, education of patient, skin integrity/sensation		X	3
	✓ Electrical Stimulation indications/contraindication, application, positioning, education of patient, skin integrity/sensation.	X		3
PTA 226	✓ Massage; Skin integrity/sensation Appropriate application, identification of abnormal m. tone, pt. response	X		1
PTA 133	✓ Therapeutic Exercise: safe / approp. application (choice, modification, & progression), body mechanics / posture, indications / contraindications, pt. education, positioning, pt. safety <ul style="list-style-type: none"> <li>○ ROM</li> <li>○ Flexibility</li> <li>○ Resistance</li> <li>○ Aerobic</li> <li>○ Plyometric</li> <li>○ Balance</li> </ul>	X	X	2
PTA 128	✓ Goniometry: positioning, application, modification	X		1
	✓ Manual Muscle Testing: positioning, application, modification	X		1
	✓ Special Testing: positioning, application, modification	X		1
	✓ Sensation: skin integrity, sensation	X		1
	✓ Anthropometrics	X		1

<b>COURSE</b>	<b>SKILL /COMPETENCY</b>	<b>CHECK OFF</b>	<b>LAB PRACTICUM /CLINICAL</b>	<b>SAFETY RISK 1-MIN harm to patient/PTA 2-MOD harm to patient/PTA 3-MAX harm to patient/PTA (FAIL Lab Practicum/Clinical)</b>
<b>PTA 238</b>	✓ Therapeutic Exercise for Complex Cases: safe / appropriate. application (choice, modification, & progression), body mechanics / posture, indications / contraindications, pt. education, positioning, pt. safety		X	2
<b>PTA 233</b>	✓ Neuromuscular Case Presentation ✓ PNF ✓ NDT	X X X		1
<b>PTA 211</b>	50-75 % performance on CPI categories= Safety (CPI 1) Responsible Behavior(CPI 2) Respectful Behavior (CPI 3) Ethical Behavior (CPI 4 ) Legal Behavior (CPI 5 )	X	X	3
<b>PTA 212</b>	75% to Entry Level Performance on CPI items 1-5	X	X	3
<b>PTA 213</b>	75% to Entry Level Performance on CPI items 1-5	X	X	3

## Construction of Test Questions

Test writing is a very important aspect of assessing the level of learning and knowledge retention in the PTA program. All instructors devote time and effort to construct the tests so they will give the student a chance to succeed as well as adequately assess the student's level of understanding of the material. In all tests there are different levels of cognitive processes used to answer the questions. Each of these levels requires the student to process, to different degrees, the material learned and to recall previously learned material. The cognitive skill levels used are **knowledge, interpretation and evaluation.**

- **Knowledge** level questions involve remembering and understanding previously learned material. These types of questions require the student to recall ideas, material or phenomena. Often these questions will ask the student to define, identify, name, recognize, or state the answer.
- **Interpretation** level questions require the student to have an understanding of how and why something is done as opposed to recalling or defining. These questions can present the student with a problem that requires them to incorporate information learned from several courses. These questions will often ask the student to analyze, contrast, explain, apply or differentiate.
- **Evaluation** level questions reflect more complex skills of synthesis and analysis. These question's require the student to synthesize learned material, formulate plans and reorganize information given so they use the important facts. This type of question will ask the student to design, formulate, estimate, propose or plan.

All of these types of questions can be used on one exam. The different types of cognitive skills used are important to all the coursework in the PTA program. The levels of questions listed each serves a purpose in assessing the progression of the student through the curriculum.

Once you become comfortable with these types of questions, your learning and studying style will begin to evolve into one that supports life-long learning. The licensing examination taken following successful completion of the AAS degree reflects this style of testing.

## READING AND STUDY GUIDELINES

### **THREE LEVELS OF UNDERSTANDING**

#### **1. LITERAL**

- identify the topic of the passage by asking what is this passage mostly about
- identify the main idea of the passage by asking what is the most important point being made about the topic

#### **2. INTERPRETIVE**

- examine the facts and details
- use your own experiences and background knowledge to draw conclusions

#### **3. APPLIED**

- learn the facts for literal understanding
- use experience and background knowledge to interpret situation
- use your best judgment to determine when it is appropriate to apply facts to a new situation

### **RECOGNIZING DETAILS IN ANY READING**

#### **1. LEARN TO LOCATE DETAILS**

- locate the facts that give you a better understanding of the main idea

#### **2. LEARN TO DISTINGUISH BETWEEN THE MAIN IDEA AND IMPORTANT DETAILS**

- remember that the main idea is a general statement and the details are specific facts

#### **3. LEARN TO MAP DETAILS**

- recognize that there are important details which describe the main idea and less important details which describe the important details

#### **4. LEARN TO VERIFY FACTS FROM THE TEXT**

- scan for facts by focusing on key words to help you find the information you are looking for in the text

#### **5. LEARN TO RECOGNIZE LOGICAL RELATIONSHIPS**

- recognize that main ideas and details are organized into types of patterns  
look for the following patterns in texts:  
sequence; classification; examples of illustrations  
comparison and contrast; cause and effect

#### **6. LEARN TO MONITOR**

- ask yourself if you are understanding what you are reading

#### **7. LEARN TO IMPROVE YOUR READING COMPREHENSION**

- Reread; summarize; learn unknown words
- Visualize; make connections; research

### **READING A TEXT**

#### **1. LEARN TO IDENTIFY AND LOCATE IMPORTANT INFORMATION**

- survey the following features
- title page; preface; table of contents
- glossary; bibliography; appendix; index

## **2. LEARN TO PREVIEW**

- read the title
- read the first and last paragraph; read all boldface headings
- pay attention to key words; look at all graphic aids

## **3. LEARN TO QUESTION**

- turn boldface headings into questions

## **4. LEARN TO CONCENTRATE WHILE READING**

- ask who, what, where, when, why

## **5. LEARN TO CHECK HEALTHCARE LITERACY**

- learn technical vocabulary words

## **6. LEARN TO READ GRAPHIC AIDS**

- read the title
- check the vocabulary
- figure out the purpose of the graphic aid
- learn what the numbers or symbols represent
- paraphrase the ideas into your own words

## **7. LEARN TO SUMMARIZE**

- answer the who, what, where, when, why questions

## **8. LEARN HOW TO UNDERSTAND DIFFICULT PASSAGES**

- do not skip information
- follow the order of the information
- learn all new vocabulary words
- ask question
- reread the selection

## **9. LEARN TO REVIEW THE CHAPTER AS A WHOLE**

- underline
- write summary
- map main ideas and important details
- review study guides
- take practice test

## **MANAGING TIME**

### **1. LEARN TO SET GOALS**

- make a list of your goals for the term

### **2. LEARN TO PRIORITIZE GOALS**

- place your goals in order of importance to you

### **3. LEARN TO SCHEDULE**

- use monthly, weekly, and daily calendars

### **4. LEARN TO ELIMINATE DISTRACTIONS**

- stay on schedule and concentrate on completing your tasks in order of importance

### **5. LEARN TO MONITOR YOUR ABILITY TO MANAGE TIME**

- ask yourself whether your schedule is helping you to achieve your goals

### **6. LEARN TO AVOID PROCRASTINATION**

- do work now, not later
- stick to your schedule

## **LEARNING STRATEGIES FOR ACTIVE LISTENING**

- 1. LEARN THE DIFFERENCE BETWEEN LISTENING AND HEARING**
  - concentrate on and interpret the speaker's message
- 2. LEARN HOW TO EVALUATE YOUR LISTENING HABITS**
  - be aware of five listening problems:
    - daydreaming
    - pretending attention
    - rote note taking
    - closing off the subject or speaker
    - giving in to distractions
- 3. LEARN STRATEGIES FOR ACTIVE LISTENING**
  - listen for main idea and important details
  - paraphrase and summarize information
- 4. LEARN TO MONITOR YOUR LISTENING COMPREHENSION**
  - keep a listening journal
- 5. LEARN TO APPLY ACTIVE LISTENING STRATEGIES TO SUCCESS IN SCHOOL**
  - be prepared for listening physically and mentally
  - take good notes

## **NOTE TAKING STRATEGIES**

- 1. LEARN SUCCESSFUL USE OF NOTES**
  - time management
  - careful choice of notebook
  - organize notepaper
- 2. LEARN NOTE TAKING FROM TEXT**
  - highlighting
  - margin writing
- 3. NOTE TAKING FROM LECTURE**
  - indenting
  - interpreting instructor's cues
- 4. LEARN LENGTH OF NOTES**
  - learning requirements of course
- 5. LEARN FASTER NOTE TAKING**
  - streamlining handwriting
  - abbreviating and using symbols
- 6. LEARN NOTE STUDYING**
  - create headings
  - create questions
  - make quizzes
  - make flash cards
  - make charts



## **ESSENTIAL FUNCTIONS REQUIRED OF A PHYSICAL THERAPIST ASSISTANT**

In order to assure safe and successful advancement through the PTA program, the following mental and physical requirements are considered a minimum for all students and graduates. Each student is assessed throughout the curriculum based upon the student's ability to make use of theory to perform effectively and safely, in a clinical setting. Performance expectations are outlined in each required PTA course and must be passed to remain in the program. Terms are 11 weeks in length, and classes involving clinical skills begin the first term in the program.

- a. Ability to lift 50 pounds repetitively and frequently using appropriate body mechanics for the safety of self and patient/client.
- b. Ability to stand for up to 30 minutes.
- c. Ability to walk over a variety of surfaces up to 8 hours/day.
- d. Ability to transfer patients using good body mechanics.
- e. Ability to read, write, and interpret both written and verbal communication at a level equal to a high school graduate on entry and college graduate at the end of the program.
- f. Ability to perform complex motor skills necessary to provide therapeutic intervention (exercise, gait, transfers, application of passive modalities etc.) and emergency treatment to patients.
- g. Ability to communicate in a clear, understandable manner with minimal misinterpretation from the listener.
- h. Ability to understand, interpret, and react to verbal and written communication received from personal interactions reflective of ethnic, gender, age and socio-economic diversity.
- i. Ability to cope with stress and a changing educational and working environment, with appropriate behaviors.
- j. Ability to problem solve and adjust to a changing patient care environment through practice in the academic and clinical courses required to complete the AAS degree.
- k. Any physical impairment causing a change in student's ability to perform the essential functions must be brought to the attention of the chairperson or the ACCE. In the event that accommodations are needed the student will be referred to the Disability Services department.

A student will be referred to the Disability Services counselors to determine the level of accommodation that might be required to successfully complete both the didactic and clinical portion of the curriculum. A final determination of accommodation is a result of the request from the student, the essential functions required of the student during the program and required passage of the competencies and skills for each laboratory class and clinical experience.

**Please refer to the office of Disability Services for further information and clarification (room 10-421).**

## **Assumption of Risk**

The college and program faculty are dedicated to assisting students achieve an entry level ability for the profession. This includes academic, behavior, communication and treatment skills which require a high degree of physical and emotional development. The challenge for the student is the achievement of those skills by using simulations, role-playing and problem solving. These teaching and learning practices are reflective of the Physical Therapy profession, supported by orientation to the equipment, classroom/lab environment, and course practices at entry into the program and ongoing throughout the curriculum

If there is a temporary problem/condition requiring reasonable accommodation, the student must bring the problem/condition to the attention of their faculty advisor at the earliest possible recognition of the problem/condition. To the extent possible, the student will be assisted with temporary accommodations, depending on demand in the particular coursework for that term.

A student identifying a need for reasonable accommodation based on a long standing physical or emotional problem/condition, will be required to meet with the Disability Services counselors to determine the accommodation to be considered. At that time, the student's request received through Disability Services will be evaluated by the faculty for implementation, to the extent feasible and possible, to assure achievement of entry level skills.

In the event that students are required to attend an off campus seminar they will be responsible to conduct themselves in accordance with the Code of Conduct of the Student Judicial Affairs Code of Conduct Handbook. The instructor will provide direction(s) regarding safety considerations at each off campus site. An emergency contact list for students will be maintained in the program office.

The student's signature is required on the Assumption of Risk form (located in the appendix) provided to assure they accept and understand this information. In addition, the Essential Functions required by the profession are included for future reference and consideration.

## **Classroom/Laboratory Rules**

1. Each student assumes responsibility for equipment used and safety when in the classroom or laboratory at all times. If any medical emergency arises, first call campus police at 2700 on the main campus or 911 at the Courseview Campus, and then the program office at 5355 (Main) or 5533 (CVCC).
2. Any damaged equipment should be reported immediately to a faculty member and the program office.
3. Treatment areas must be cleaned and equipment must be put away in the proper place following use. As part of the educational process, this aspect of facility maintenance will be considered when scoring professional behaviors throughout the program curriculum.
4. No smoking and no food/drink allowed in the laboratory.
5. No unauthorized visitors are permitted in the laboratory at any time. Children are not permitted at anytime in the classroom/laboratory.
6. At the end of each lab usage, the soiled linen must be put in the designated container. Students will assist the instructor to wash, dry and store linen.
7. Students are not permitted to practice in the laboratory alone. There must be another PTA student or faculty member present for safety. Mechanical traction, Ultrasound, Electrical Stimulation, Hot pack and Cold pack equipment are not to be turned on or used without instructor supervision. Passive modalities are not used at therapeutic levels during instruction.
8. The outside door to the 8021 classroom and 104 must be kept locked when students are in the classroom, using computer lab or lab equipment. The fire door exit at the back of the 8021 classroom, remains unlocked and sets off an alarm when used for emergency exit. Equipment must not block access to the fire door exit.
9. Students must sign in and out in the PTA program office when using the laboratory during open lab times. The key to the classroom is available during regular office hours and must be returned by 4:00 pm. A faculty member must be present on campus if students are in the laboratory.
10. Please refer to this PTA Program student handbook for policies regarding professional behaviors and academic computer lab usage.
11. The copy machine is to be used for assigned class projects only. Copies for multiple class members can be made if working on a group project only. No books or articles may be copied.
12. The phone in 8021 is for emergency use only and local calls.
13. Lockers are provided for use during all class time. The classroom space is unsafe with personal items and backpacks lying on the floor. Repeated reminders to put things away will result in verbal warning related to the responsibility standard. In addition, theft can occur when you do not expect it from strangers walking into the classroom and taking what is closest to the open doors. Lockers must be shared, so use of a combination lock will require sharing the key or combination with someone in the class.

All of the above rules are to be strictly adhered to during enrollment within the PTA Program. Any abuse of the laboratory or equipment will be dealt with as a potential dismissal from the program.

## **EMERGENCY SITUATIONS**

- 1. When in 8021 or 104 (CVCC) or anywhere in the college, the campus police are the first call for any emergency including fire, safety, and illness. Dial 2700 from any campus phone. When at CVCC the faculty member will contact the front office to dial 911.**
- 2. No one is to be in 8021 or 104 (CVCC) by themselves. There must always be two students.**
- 3. The exterior door at the back of the 8021 classroom will set off an alarm if opened.**
- 4. When working in the 8021 or 104 (CVCC) classroom, always keep the doors to hallway closed and locked.**
- 5. Turn off all equipment and lights when exiting to prevent fire hazard.**
- 6. Make yourself familiar with nearest exits and fire pulls.**
- 7. In case of a power outage, there will be several emergency lights on to mark an exit from the classroom. Flashlights with light indicators are under the chalk board in the front of the classroom and over the counter at the rear of the classroom.**
- 8. Never stand on furniture or chairs to reach a higher level.**
- 9. There is always a Physical Activity Center (PAC) supervisor or student worker in the PAC equipment room (adjacent to the entrance to 8021) during regular hours for emergency assistance only. No students will be in the CVCC 104 or 108 classroom/labs without a faculty member present.**
- 10. An emergency defibrillator is available in the Physical Activity Center equipment room and the hallway across from the computer/library room at CVCC.**

## **INFECTION CONTROL**

The classroom/lab requires a level of cleanliness and maintenance of equipment similar to that used in any patient care environment. To assure all students are part of the prevention process, the following procedures will be followed.

1. No food or drink will be allowed in the classroom lab. All open containers should be disposed of prior to entering the classroom/lab.
2. Anyone with a known infectious condition such as flu, common cold, pink eye or, MSRA will be required to discuss participation in class or lab with the instructor.

A student may be required to:

- a. Leave class until no longer contagious. The program attendance policy will apply to any absence.
  - b. Use a face mask (provided by the program)
  - c. Don protective gloves (provided by the program)
3. All students and instructors will practice hand washing techniques prior to and following lab activities.
  4. At the end of each lab class, students will be required to:
    - a. Change all linen on the treatment tables and pillows. Disposing of soiled linen to be washed.
    - b. Wipe down equipment used during each lab class with a soap and water solution.
    - c. Return all equipment to storage.

The Montgomery Combined Health District has provided information at their website [www.chdmc.org](http://www.chdmc.org) regarding a potential pandemic flu event. In the event that SCC and CVCC closes due to a pandemic, the instructor will work with the students through the Angel course tool to adjust instruction and class requirements.

## **Police (937) 512-2700 or 512-2534 or Mason Police (513)925-2525.at CVCC.**

### **Bomb Threat**

- Clear the area and call Sinclair Police immediately at 512-2700 or 512-2534 or 911 at CVCC.
- If you are advised of a bomb by phone, note the date, time, location of the call and ask the caller where, when, how, why the bomb was placed. Ask if the caller is a student. Note the age, gender, speech pattern, attitude, background noises, accent, etc.
- If you have caller I.D., check to see where the call came from.
- If the threat was received in the mail or by e-mail, save all accompanying material and handle the envelope as little as possible. Note the return address or e-mail address.
- If a device is located, do not touch or move it and do not use a cell phone within 100 feet.

### **Earthquake/Building Collapse**

- Watch for falling objects and seek shelter, stay away from glass, overhead fixtures, bookcases, etc. Cover your head with your arms.
- Evacuate only after things have stopped falling and tremors have stopped.
- If outside, move away from buildings and watch for such things as downed power lines, street lights, trees, etc. If inside your vehicle, stay in an open area and remain inside your vehicle.
- After an event, remain calm and be prepared for after shocks.
- Do not use elevators to evacuate. Move injured people only if they are in immediate danger.
- Do not smoke or use matches or lighters.
- Notify Sinclair Police of your location and of the number of people with you. Medical attention may be necessary.

### **Fire or Explosion**

- Activate the nearest fire alarm pull station.
- All people must evacuate. Refer to EVACUATION section. Examine structures for signs of damage and avoid them.
- If you encounter smoke, best quality breathing air will be nearest the floor.
- If you are on fire, Stop, Drop and Roll. DO NOT RUN.
- If you have had training in the use of fire extinguishers and the fire is small, you may attempt to put out the fire, if safe to do so.
- Contact Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC.
- Once outside, go to pre-determined assembly area as indicated in the EVACUATION section.

### **Civil Disturbance**

- If you are outdoors, move to a safe location; inside is preferred.
- Once inside, lock interior room doors, keep away from windows and doors, turn off lights and close window coverings. Get down out of sight behind furniture, etc. Sinclair Police will secure entrance doors to the buildings, as needed.
- Remain in your place of safety until given the all clear signal by Sinclair Police over the Emergency Broadcast System (EBS).
- Notify Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC and give the location and number of people involved. Other pertinent information, such as weapons, etc., is also helpful.
- Remain calm.
- Get on the floor if a gunshot is heard.

### **Evacuation**

- Any staff or faculty member may issue an evacuation order for a classroom or an office. A full building evacuation will be issued by the Sinclair Police via the Emergency Broadcast System (EBS), or Dayton or

Mason Fire. If evacuated, walk quickly but do not run. Avoid elevators and do not stop to use a restroom. Do stay with your group and report any missing people to Sinclair Police.

- Individuals with disabilities should exit horizontally to the next building or outside. If a horizontal exit is not available move to an enclosed stairway landing “area of rescue.”
- Leave Personal items behind; do not return to gather such items.
- The last person out of a classroom, hall or office will lock the door behind them.
- Proceed to a predetermined assembly area, i.e., Buildings 1-8: Third/Fourth St. Lawn; Bldg. 9: parking lot E; Bldg. 10-12: Third St. Lawn N. of Bldg. 10; Bldg. 13: parking lot K; Bldg. 14-17: parking lot B; Bldg. 19: parking. Parking lot of CVCC.

### Hazardous Material Spill

- If corrosive or toxic substances come into contact with your skin, flush with running water for 15 minutes while someone else contacts Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC.
- Evacuate if necessary and go to predetermined locations.
- Do not attempt to clean the spill unless trained and have protective gear. Secure the area by closing doors and windows, if time permits.
- Check others for medical need and notify Sinclair Police if necessary.
- If evacuated, remain at the predetermined location until released by police.
- Additional information is available in the Hazardous Materials Management Guideline

### Human Bodily Fluids

- Notify Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC in the event of an exposure to human bodily fluids, also known as bloodborne pathogens.
- If contact is made with skin, wash the area immediately with soap and water
- Do not attempt to clean fluids unless properly trained and equipped.
- Always use rubber or latex gloves when in the proximity of bodily fluids and consider them as infectious.
- Gloves that have been in contact with bodily fluids must be disposed of in a biohazard container, and hands must be washed with soap and water.
- Sinclair Police will contact Facilities Management for the cleanup and the disposal.

### Medical Emergency

- Check the individual and direct someone to contact Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC.
- Render first aid if properly trained. Report all medical injuries and accidents to Sinclair Police.
- Police officers are certified in the use of CPR, First Aid and AED's. It is important that complete and accurate information be provided when requesting assistance.
- **Always call Sinclair Police on main campus.** Do not call 911 as this will cause a delay in the emergency response.

### Suspicious Packages

- Never touch or move any item that appears suspicious.
- Only you know what is suspicious to you: trust your instincts.
- Leave the item exactly where it was found and immediately notify Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC.
- If the suspicious package was discovered as it was being delivered to you, avoid dropping, throwing or other abrupt movements. Gently set the package down.
- Do not use a cell phone within 100 feet of the package.
- Isolate the package by evacuating the room and locking the door.
- The Sinclair Police will determine if a full scale evacuation is in order however, the immediate classroom or office can be evacuated by any staff or faculty member.

- If the Sinclair Police, Dayton Police or the Dayton Fire or Mason Police or Fire departments issue a full evacuation, refer to the EVACUATION section.

### Lockdown Procedure

- Review the ACTIVE SHOOTER PROCEDURE issued by Sinclair Police on April 19, 2007
- A lockdown is used when it is more dangerous to evacuate than to remain. When in a lockdown, remain calm and stay with your group of people. Lock doors and windows and close shades, if possible. Turn off interior lighting. Stay away from doors and windows. Listen for information over the EBS.
- The Sinclair Police will issue the lockdown notice.
- DO NOT open your locked door unless you are 100% certain that it is a police officer asking you to do so.
- Notify Sinclair Police at 512-2700 or 512-2534 or 911 at CVCC of facts and of your location.
- If you hear a gunshot, get on the floor and remain quiet.
- DO NOT leave while under a lockdown.
- ONLY the Sinclair Police can cancel a lockdown.

### Power Outage

- Notify Sinclair Police at 512-2700 or 512-2534 or Operations Manager at DVCC if you experience a power outage. Campus buildings are equipped with backup generators which will come on line after 15 seconds of an outage.
- Do not evacuate unless told to do so by police or fire personnel. If an evacuation is ordered, refer to the EVACUATION section.
- Turn off equipment which may be damaged when normal power is restored.

### Tornado/Severe Weather

- The standard National Weather Service terms are Watch and Warning.
  - Watch:** conditions are good for development.
  - Warning:** a dangerous situation has been sighted.
  - Tornado Warning:** Go to your designated shelter, take others with you, follow college Emergency Broadcast System (EBS) instructions and remain in Tornado Safe Zone until released by Sinclair Police. Sinclair Police will continue to monitor the conditions and will issue additional information over the EBS as the situation changes.
  - Snow and Ice:** Sinclair Police monitors severe weather conditions, and when conditions become extreme and classes are affected, notifications are made on both the Sinclair Info Line, (937)-512-2888 and the Internet.
- Do not call the Sinclair Police to ask about weather situations. In the event that classes are in session and the college elects to close, an emergency announcement will be made over the EBS closing the facilities.

## **Fact Sheet**

### Hand Hygiene Guidelines Fact Sheet

- Improved adherence to hand hygiene (i.e. hand washing or use of alcohol-based hand rubs) has been shown to terminate outbreaks in health care facilities, to reduce transmission of antimicrobial resistant organisms (e.g. methicillin resistant staphylococcus aureus) and reduce overall infection rates.
- CDC is releasing guidelines to improve adherence to hand hygiene in health care settings. In addition to traditional handwashing with soap and water, CDC is recommending the use of alcohol-based handrubs by health care personnel for patient care because they address some of the obstacles that health care professionals face when taking care of patients.
- Handwashing with soap and water remains a sensible strategy for hand hygiene in non-health care settings and is recommended by CDC and other experts.
- When health care personnel's hands are visibly soiled, they should wash with soap and water.
- The use of gloves does not eliminate the need for hand hygiene. Likewise, the use of hand hygiene does not eliminate the need for gloves. Gloves reduce hand contamination by 70 percent to 80 percent, prevent cross-contamination, and protect patients and health care personnel from infection. Handrubs should be used before and after each patient just as gloves should be changed before and after each patient.
- When using an alcohol-based handrub, apply product to palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Note that the volume needed to reduce the number of bacteria on hands varies by product.
- Alcohol-based handrubs significantly reduce the number of microorganisms on skin, are fast acting and cause less skin irritation.
- Health care personnel should avoid wearing artificial nails and keep natural nails less than one term of an inch long if they care for patients at high risk of acquiring infections (e.g. Patients in intensive care units or in transplant units).
- When evaluating hand hygiene products for potential use in health care facilities, administrators or product selection committees should consider the relative efficacy of antiseptic agents against various pathogens and the acceptability of hand hygiene products by personnel. Characteristics of a product that can affect acceptance and therefore usage include its smell, consistency, color and the effect of dryness on hands.
- As part of these recommendations, CDC is asking health care facilities to develop and implement a system for measuring improvements in adherence to these hand hygiene recommendations. Some of the suggested performance indicators include: periodic monitoring of hand hygiene adherence and providing feedback to personnel regarding their performance, monitoring the volume of alcohol-based handrub used/1000 patient days, monitoring adherence to policies dealing with wearing artificial nails and focused assessment of the adequacy of health care personnel hand hygiene when outbreaks of infection occur.
- Allergic contact dermatitis due to alcohol hand rubs is very uncommon. However, with increasing use of such products by health care personnel, it is likely that true allergic reactions to such products will occasionally be encountered.
- Alcohol-based hand rubs take less time to use than traditional hand washing. In an eight-hour shift, an estimated one hour of an ICU nurse's time will be saved by using an alcohol-based handrub.

- These guidelines should not be construed to legalize product claims that are not allowed by an FDA product approval by FDA's Over-the-Counter Drug Review. The recommendations are not intended to apply to consumer use of the products discussed.

*CDC protects people's health and safety by preventing and controlling diseases and injuries; enhances health decisions by providing credible information on critical health issues; and promotes healthy living through strong partnerships with local, national, and international organizations.*

<http://www.cdc.gov/HandHygiene/index.html>

*for more information on disease prevention:*

[United States Department of Health and Human Services](#)  
[Centers for Disease Control and Prevention](#)

## Attendance Policy for Physical Therapist Assistant Program

Educational experiences in the PTA program are rigorous and fast paced. Therefore, attendance for all lectures, labs, and clinical affiliations is mandatory to ensure student success. Regular attendance is critical for students to demonstrate competency in the knowledge and skills required for a PTA. Promptness is a behavior expected. It is a sign of respect for the class and the instructor.

### ATTENDANCE:

As a segment of your PTA training, you have a responsibility to yourself, your profession, and the college to adhere to policies which reflect behaviors you will need as an employee in the profession. Employers are seeking employees who can be on time, competent, motivated and who display a work ethic and integrity that will assure quality care for the patients/clients. All students are to adhere to lecture and lab hours unless notified otherwise by the faculty or chairperson. Absence during the clinical affiliation is addressed in the student clinical handbook.

- Student is required to call the program office to report absence or tardy, the day of the occurrence. This information will be given to the instructor.
- Three absences during a regular course and two absences during a 5 or 7 week course, with or without notification to the program, will result in the loss of a letter grade at the end of the course. If this occurs and results in a grade of "D" for the course, it will result in dismissal from the program.
- Three incidents of being tardy are considered one absence.
- Additional documentation will be required for absences or tardies for extenuating circumstances such as:
  - Death or serious illness of immediate family member including grandparents
  - Personal illness will require a written statement/excuse from a physician presented to the course instructor at the time the student returns to class if student is absent more than 2 consecutive class sessions.
- Acceptance of the absence or tardy occurrence will be with written explanation and determined by each course instructor.. **A written exception form must be given to the instructor(s) prior to the start of the next scheduled class(es). The form is included in the appendix of this handbook or from the program office. This form is required for all absences and will become part of the student's file.**
- Quizzes missed due to absence will not be made up.
- It is the students' responsibility to acquire material/information missed due to absence.
- ***Physical presence in class/lab does not constitute attendance. A student who is habitually inattentive or disruptive during class/lab will be counseled by the instructor. Continued poor conduct when in attendance may affect the grade for the course.***
- **Any issue with interpretation or application of this policy should be directed to the program chairperson.**

### TARDINESS:

- You are expected to be in class/lab on time, including being dressed for lab in appropriate attire.
- A student will be considered tardy if arriving more than 5 minutes after the start of the class/lab.

**ACADEMIC LAB COMPUTER USAGE**  
**8021 or CVCC 108**

1. THE ACADEMIC LABS ARE TO BE USED BY PTA PROGRAM STUDENTS ONLY
2. THE KEY TO THE LAB IS SIGNED OUT IN THE PTA PROGRAM OFFICE ON MAIN CAMPUS.
3. THE PROCEDURES FOR USING THE LAB ARE ALSO APPLIED TO THE USE OF THE ACADEMIC COMPUTERS.
4. CURRENT PROGRAMS ON THE COMPUTERS ARE:
  - INTERACTIVE SKELETON
  - GUIDE TO PT PRACTICE
  - SAUNDERS EXERCISE X-PRESS
  - MANUAL MUSCLE TESTING
  - GONIOMETRY
  - GAIT ANALYSIS
5. USING THE COMPUTERS TO SURF THE WEB IS PROHIBITED. DUE TO THE NATURE OF THE COMPUTER LAB, HOWEVER, THIS PUTS EACH STUDENT ON THE HONOR SYSTEM.
6. USE OF THE COPIER IS ALSO RESTRICTED TO PROJECTS ASSIGNED FOR CLASS AND NOT DUPLICATION OF INFORMATION FOR DISTRIBUTION TO CLASS MEMBERS.
  - WE WILL LOSE THE COPIER IF USAGE REFLECTS ABUSE.
8. WHEN FINISHED WITH USE OF THE COMPUTER PLEASE GO TO START MENU AND SHUT DOWN THE COMPUTER IN THE NORMAL SEQUENCE.
9. IF ANY PROBLEMS ARISE WITH THE COMPUTER DURING THE TIME YOU ARE USING, PLEASE REPORT TO PROGRAM ADMINISTRATIVE ASSISTANT (5355) OR CVCC PTA PROGRAM COORDINATOR (5533) SO IT CAN BE REPAIRED AND NOT AFFECT THE ABILITY OF OTHER STUDENTS TO USE THE SYSTEM.
10. **PLEASE DO NOT DOWNLOAD ANY INFORMATION FROM THE WEB OR OPEN ATTACHMENTS FROM EMAIL ON THESE COMPUTERS. THAT IS THE MOST LIKELY METHOD OF IMPORTING A VIRUS INTO THE SYSTEM.**

**TESTING AND GRADING  
POLICIES AND PROCEDURES:**

1. Testing may occur online or as a written exam during regular class time. This information is available in the course syllabus and outline.
  - a. Textbooks and notes are allowed when taking the test online, but should not be relied upon.
  - b. Textbooks and notes will not be allowed when written test is given during regular class time.
  - c. Testing time will be limited to the minutes indicated by the instructor for the test.
  - d. The Honor Code and Academic Integrity Policy are used to determine consequences for any known infractions regarding testing.
2. Each skill competency check off and lab practical examination (used to determine application of skills), must be passed based on specific criteria developed to assure competency and safety and is indicated in course syllabi.
  - a. A lab grade below 77% will result in the lecture grade for the course being no higher than a D. **“Critical indicators” related to safety and technical skills are provided on the forms used for assessment. These indicators must be passed in order to pass the competency or lab examination, regardless of overall grade. This procedure ensures a student cannot pass a course without clinical skill competence.** Each course will provide the specific listing of both lecture and lab grade assessments in the syllabus.
  - b. Timeframes for completing skill competency check offs will vary from course to course and be available on the course outline. Students may be required to provide worksheets with practice activities completed with other students, prior to being able to be checked off on a competency.
3. Lab practical examinations are proctored by faculty using a grading format shared with the student prior to testing.
  - a. Remediation of any lab practical examination is at the discretion of the instructor and dependent on evaluation of the original failed examination.
  - b. If it is determined a student is to remediate a lab practical examination the maximum final score for the second attempt will be 77%. **No more than one remediation will be offered for each lab practical.**

- c. Safety and technical skills are a primary determinant in the final grading and can result in failure of a lab practical examination if deemed unsatisfactory relative to the clinical portion of the curriculum.
- 4. In the event students must be absent from a scheduled examination, they are responsible for communicating with the instructor to determine a process for rescheduling. In the case of an emergency, notification to the instructor should occur as soon as possible.
- 5. Any additional requirements for assistance with testing will require a notification from the Department of Disability Services (10-421 or CVC office). Each instructor must receive this notification to determine what assistance can be given. The Disability Services policy is located in the PTA Program Student Handbook.
  - a. Additional time is not available with competency check offs or lab practical examinations. These assessments must meet the requirements of the clinical practice environment.

Reviewed by:

*David L. Collins*

1/13/10

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Dean of Life and Health Sciences

Date

## LAB ATTIRE AND BEHAVIOR

In view of a change in societal norms and the need to maintain a clear understanding of the importance for professional behavior and demeanor in the lab instruction environment, the following policy will be adopted for all lab classes.

### LAB ATTIRE:

1. All students will be dressed for lab prior to the start of class.
2. **Lab attire will include:**
  - Shorts with length at mid thigh or longer
  - Underwear under the shorts (men and women)
  - Bra which allows observation and palpation of cervical spine, shoulder and scapula.
  - Tank top for women over bra covering trunk to waist of shorts
  - Tank top for men covering trunk to waist of shorts
  - Tennis shoes and socks
3. **Lab attire not allowed:**
  - Sports bra
  - Thong or string underwear
  - Form fitting shorts made of lycra or spandex or any material which has the same effect on appearance
  - Open toed or flip flop foot wear
4. When lab does not require removal of clothing for a particular palpation or observation, tank tops and shirts are to remain on
5. Sweat pants may be used to cover shorts for warmth
6. The 8021 storeroom cannot be used as a dressing room
7. If lab attire is forgotten, a gown must be used with appropriate draping techniques to provide adequate coverage.

### LAB BEHAVIOR:

1. Respect for everyone involved in the class including students and faculty will be practiced at all times
2. Use of suggestive or vulgar language or behavior by anyone in the class will not be tolerated
3. Inappropriate lab attire will be addressed by the instructor or lab assistant and the student will be required to leave the classroom. The student may return to the lab, only if the lab attire is changed, or the gown is used, appropriately
4. Any instructor or lab assistant witnessing inappropriate attire or lab behavior can and will address the issue immediately, and document for the course file
5. More than one incident of documented inappropriate dress or behavior will require a meeting with the course instructor to determine nature of the ongoing problem. If problem persists, the student will be referred to their faculty advisor.

## **PICTURE CONSENT AND PROGRAM VOLUNTEER**

There will be opportunities for learning in a variety of environments and situations throughout the curriculum. A student must complete the Picture Consent Form found in the Appendix of this handbook to give permission for photographs, video taping, and professional film and recordings to be used to promote the program and profession.

The student may decline any specific photo or video from being used by submitting that request in writing to the chairperson.

During the course of the curriculum a student or instructor may use the services of a volunteer to enhance teaching and presentation (located in appendix).

The non-program volunteer must also sign the consent form in order to give permission for use of the material by the program.

All consent forms will be maintained in the students academic file, or in the program course file, if acquired by the instructor.

**SINCLAIR COMMUNITY COLLEGE  
PTA PROGRAM PROBLEM RESOLUTION PROCEDURE**

In order to assure appropriate communication when problems, conflicts or concerns arise with any aspect of the curriculum, the following procedure will be followed by faculty and students.

1. All students meet annually with their assigned faculty advisor. This requirement does not inhibit any student from meeting with their advisor more frequently. Any problems, conflict or concerns with the curriculum, faculty or peers needs to be addressed through timely communication. Preferably within three days of the onset of the problem.
2. During any communication with a faculty member, the student counseling form located in the Appendix of this handbook, should be used to document the encounter. The student will sign, and receive a copy of this record.
3. A narrative review of the meeting may also be created for the student record.
4. If a faculty member needs to meet with a student, the student will receive a written or verbal request to make an appointment. The meeting needs to occur before the next class meeting with that instructor.
5. All appointments are made by contacting the program administrative assistant at 512-5355. Every effort will be made to meet with a student at a time convenient to both student and faculty member. Part-time faculty members are routinely available immediately before or following their class sessions.
6. If mutually satisfactory resolution of a conflict or problem cannot be reached between a faculty member and student, the following procedure will be followed:
  - a. The faculty member will arrange an additional meeting for the student with another program faculty member of their choice.
  - b. The meeting will be conducted as a review of the facts related to the problem/concern including all documentation.
  - c. Road blocks to resolution will be identified by all participants.
  - d. Possible solutions will be proposed with time frames for re-evaluation of the success or failure of solution adopted.
  - e. This process should not exceed more than two weeks from the initial meeting with the student to identify and discuss the concern/issue.
7. In the event a student continues to have a problem or concern that cannot be satisfactorily affected, a meeting with the student, Chairperson and Director of student affairs of the Life and Health Sciences Division will be arranged for additional counsel.
8. In the event that a student's behavior violates SCC policy as outlined in the Student Judicial Affairs Code of Conduct Handbook, the student will be referred to Student Services.
9. This procedure is used in addition to those outlined in the college bulletin and student handbook as well as college resources:  
Student Leadership Develop – Room 8025  
Academic Counselors – Room 11346 or CVCC office  
Student Counseling Services – Room 10424 or CVCC office  
Ombudsman / Student Advocate – Room 10341 or CVCC office

## **PHYSICAL THERAPIST ASSISTANT PROGRAM**

### **Statement of Reinstatement Policies and Procedures**

Initial date: 1999

Revised: 2011

These policies apply to all students of the Physical Therapist Assistant Program, including current students enrolled in the program and individuals seeking reinstatement to the program.

The Physical Therapist Assistant (PTA) Program is committed to equal opportunity for all applicants and students, and does not discriminate against anyone on the basis of race, color, creed, religion, age, sex, national origin, citizenship, ancestry, disability, marital status, or veteran status.

#### **A. Continued Enrollment in the Physical Therapist Assistant Program**

In order to continue to be enrolled in the Sinclair PTA Program, a student must:

1. Adhere to Sinclair Community College (SCC) policies as set forth in the SCC Catalogue, SCC Student Handbook, PTA Program Handbook, the SCC Honor Code, PTA Program Clinical Education Handbook and PTA program admission check-off interview sheet.
2. Attain a minimum grade of "C" in all required courses in the curriculum.
  - a. Failure of a course with a D or F grade requires withdrawal from the program and a reinstatement petition.
  - b. A designation of W (withdrawal) for a course requires withdrawal from the program and a reinstatement petition.
3. Meet stated clinical objectives for each practicum course in the PTA Program. See Program Clinical Education Handbook.
4. Acquire health and immunization records and background checks as set forth in the PTA Program Clinical Education Handbook, prior to entering the first clinical assignment.
5. Meet with a faculty advisor or Academic Coordinator of Clinical Education (ACCE) on a quarterly basis.
6. Complete all general education courses in the curriculum in sequence. Exceptions must be approved by the PTA program chairperson.

#### **B. Reinstatement Procedure**

A student who has failed or withdrawn from the PTA Program may petition for reinstatement pursuant to the program reinstatement procedures, and is subject to the conditions and limitations, which follow.

1. Reinstatement is a privilege, and not a right. Therefore, a petition for reinstatement does not guarantee reinstatement. The Program Reinstatement Committee (PRC) will act on all requests properly submitted in writing.
  - a. **A student dismissed from the program due to an Academic Integrity Violation (Level II or Level III), will not be eligible for reinstatement.**
2. A student who has been dismissed for academic reasons or has withdrawn from the PTA Program will be notified of their status in writing, provided with the reinstatement form and given the opportunity to meet with the program chairperson to discuss the reinstatement process.
  - a. Due to the sequencing of courses, a student may be disenrolled from the program for three quarters (not including summer quarter in the current curriculum) before being given the opportunity to reinstate.
  - b. A student disenrolled from the program for ***more than*** three consecutive quarters (not including summer quarter in current curriculum) will be required to restart the program from the beginning, if reinstated.
3. A student who wishes to be considered for reinstatement to the PTA Program must petition the PRC. The petition form (Appendix) is given to the student with a deadline for submission, completed and returned to the PTA program chairperson, and incorporates the following:
  - a. Statement of the cause(s) of the dismissal/failure or withdrawal from the PTA Program.
  - b. Outline or identification of the steps taken to correct the cause of the dismissal/failure or withdrawal.
  - c. Any other information the student wishes the PRC to consider.
  - d. Complete an advising meeting with a counselor from counseling services. (Room 10424 or CVCC Student Success Advisor).
4. A student who seeks to be considered for reinstatement must have a 2.0 Grade Point Average at the time of petition.
5. A student whose petition for reinstatement is granted must have a 2.0 GPA at the time of re-entry into the PTA Program.
6. Additional information used by the PRC to determine reinstatement eligibility includes, but is not limited to:

- a. Completion of the reinstatement application delivered by the deadline indicated.
  - b. Review of all documentation of student behaviors and counseling while in the program.
  - c. Merit of the narrative which reflects an honest and accurate assessment of behaviors and circumstances leading to failure or withdrawal.
  - d. PRC interview, if conducted.
7. Personal interviews by the PRC may be required by the committee or requested by the student.
8. The PRC will:
- a. Consider the period of time between when the student exits the program and is reinstated to determine the appropriate remediation plan. A student may be required to repeat all previously taken courses with laboratory and/or clinical components if a significant amount of time has lapsed. However, the Reinstatement Committee may allow the student to successfully complete a special topics course covering all previously passed skills in lieu of repeating all coursework. The Reinstatement Committee will make this determination on a case-by-case basis focusing on student success and patient safety.
  - b. Allow a student to register to audit all courses without clinical skills content and competencies, regardless of original grade, in order to ensure application of course content.
9. Students will be notified in writing of the PRC decision.
10. The student who is reinstated will be required to take coursework under the curriculum in effect at the time of re-entry into the program.
11. A student who disagrees with the decision of the PRC may appeal the decision to the Life and Health Sciences Division Reinstatement Committee by contacting the chairperson of that committee at 937-512-2258.

**C. Program Reinstatement Committee:**

1. The Program Chairperson will conduct the PRC meeting.
2. Members of the PRC will include the Academic Coordinator for Clinical Education and a faculty member who has had the student in class.
3. The decision of the committee will be sent to the student in writing and all records related to the reinstatement process will be maintained in the student's academic file.

Reviewed by:

David L. Collins  
Dean of Life and Health Sciences

1/9/2011  
Date



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**SINCLAIR COMMUNITY COLLEGE  
POLICIES, PROCEDURES AND SERVICES**

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***FOR STUDENTS***

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The purpose of these policies, procedures, and services is to help you succeed as a student at Sinclair. Please carefully review and address any questions you might have to your instructor or the contacts provided below.

**Educational Support Services**

You may be eligible for free educational assistance if you are enrolled for credit. Contact Tutorial Services in the Library (lower level Building 7) or call 937-512-2792. Tutoring is usually not provided for 200 level courses that have a prerequisite or for developmental courses in which there are tutors. Assistance is available to eligible students through the Office of Disability Services, Room 10421, or call 937-512-5113. You are responsible for informing your instructor of any instructional accommodations and/or special learning needs at the beginning of the term. Tutoring information is available at <http://www.sinclair.edu/departments/tutorial>. English as a Second Language information and services are available in Room 10421 or call 937-512-5113.

**Important College Dates**

Please check the listing of important college dates contained in the ***Annually Class Schedule*** including withdrawal dates, application date for graduation, etc. You may also find these dates on the web portal at [my.sinclair.edu](http://my.sinclair.edu), using the “**Campus Calendar**” tab.

**Dropping a Course**

If you drop a course during the fall, winter and spring terms within the first eight calendar days (including Saturday and Sunday), you will receive a 100 percent refund and no record of a grade for that course. Deadlines for summer courses and short-term, nonstandard courses have different drop deadlines. Consult the ***Annually Class Schedule*** or ***electronic Campus Calendar*** for these deadlines. If you drop a course after the first eight calendar days but before the last day to withdraw, you will receive a “W.” You may not drop a course after the last day to withdraw. Consult the ***Annually Class Schedule*** or ***electronic Campus Calendar*** for specific deadline dates.

You may also drop courses by calling the Office of Registration and Student Records (937-512-3000 or 1-800-315-3000), online using “Web Advisor” at <http://my.sinclair.edu> (please print copy of end of transaction confirmation screen), or accessing the telephone registration system (937-512-5454). If you call the Office of Registration and Student Records, make sure you ask that a copy of the drop form be mailed to you.

**Withdrawing from College**

If you decide to withdraw from all of your courses during the fall, winter and spring terms within the first eight calendar days (including Saturday and Sunday), you will receive a 100 percent refund and no record of grades for the courses. Summer terms have different withdrawal deadlines. Consult the ***Annually Class Schedule*** or ***electronic Campus***

**Calendar** for these deadlines. If you withdraw from your courses after the first eight calendar days but before the last day to withdraw, you will receive “W” grades. You may not withdraw after the last day to withdraw. Consult the **Annually Class Schedule** or *electronic Campus Calendar* for specific deadline dates.

You may also withdraw from all of your courses by calling the Office of Registration and Student Records (937-512-2736), online using “Web Advisor” at <http://my.sinclair.edu> (please print copy of end of transaction confirmation screen), or accessing the telephone registration system (937-512-5454). If you call the Office of Registration and Student Records, make sure you ask that a copy of the withdrawal form be mailed to you.

### **Late Registration and Change of Schedule**

Effective spring 2003, late and audit registration will be the week before classes begin. During this period, you may register for, or add, any class that is open. A late fee of \$30 will be assessed if you register after the on-time registration ends. This late fee does not apply to audit courses. **After the beginning of the term, you will not be permitted to register for any course that has already met for the first time.** Distance Learning courses begin at 8 a.m. on the first day of the term. No Distance Learning course may be added once classes begin.

You may register to audit a course during the week before classes begin. **YOU MAY NOT CHANGE FROM AUDIT TO CREDIT, NOR CREDIT TO AUDIT STATUS ANY TIME IN THE REGISTRATION PROCESS.** You will not receive credit for classes you audit, nor can you qualify for veterans benefits for classes you audit.

### **Attendance**

You are expected to be present at all class sessions. If you must be absent, it is your responsibility to contact your instructor and ask if missed assignments can be completed. Excessive absences and work not completed may affect your final grade, financial aid, and VA benefits.

### **Administrative Withdrawal**

You may be **administratively withdrawn** from a class by your instructor for nonattendance. He or she must advise you in writing **at the first class meeting** what attendance record would constitute cause for administrative withdrawal. If you do not attend the first class, it is your responsibility to obtain a copy of all materials distributed at the first class meeting.

You may also be administratively withdrawn from classes as a result of a **student conduct hearing** with either a hearing officer or the student conduct committee. Administrative withdrawals may be made when it has been determined that your presence on campus is potentially detrimental to the college, faculty, staff, students or yourself.

### **Grades**

Grades will be available the first Wednesday after the end of the term. Students should choose one of the following ways to access their grades:

1. E-mail — A grade report will be e-mailed to all students by way of their My.Sinclair e-mail address. Grades will be e-mailed as soon as all grades for the term are received. If

an official grade report is needed, students should access their grades by way of their Web Advisor account.

2. Web Advisor — Students may get an official grade report through their Web Advisor account. Web Advisor is accessed through the My.Sinclair portal. Grades can be found by clicking on the “Grades by Term” link within Web Advisor. The “Grades by Term” screen will contain the student’s name and should be considered an official grade report.
3. Telephone — Students may call 937-512-5454 or 1-866-512-5454 to access their grades. Students should follow voice prompts to get their grades. If an official grade report is needed, students should access their grades by way of their Web Advisor account.

Letter grades are issued at the end of each term:

<b>A</b> Excellent	<b>I</b> Incomplete (unusual circumstances by contract only)
<b>B</b> Good	<b>P</b> Pass
<b>C</b> Average	<b>N</b> Progress
<b>D</b> Passing	<b>S</b> Satisfactory
<b>F</b> Failure	<b>U</b> Unsatisfactory
<b>X</b> Audit	<b>Y</b> Proficiency Credit
<b>W</b> Withdrawal	<b>Z</b> Nonattendance

### **Student Behavior Guidelines**

Treat your classes as you would a desirable job. The instructor is a team leader and your fellow students are coworkers. Everyone must work together to complete learning objectives. These behaviors are expected of you:

1. Attend all classes on time.
2. Respect the rights of others to contribute by listening attentively. Show consideration for students, instructors and other college employees.
3. Participate appropriately and actively on topics presented in class.
4. Complete your assignments on time.
5. Ask for feedback from your instructors and peers to insure progress toward learning objectives.
6. Resolve problems by immediately discussing issues with your instructors and/or peers.

Your student rights and responsibilities are detailed in the **Sinclair Community College Student Handbook** available in Student Activities, Room 8025 or online at <http://www.sinclair.edu/stservices/sact/StudentHandbook/index.cfm>.

### **Safety and Security**

You may access the Campus Police website at:

<http://www.sinclair.edu/departments/campuspolice> for information on safety, crime reports/statistics, the department’s annual report, and other services. For more information, contact the Campus Police Department in Building 7, Room 7112 or call 937-512-2534.

## Academic Advising Center

You are encouraged to meet with an academic counselor early in your studies at Sinclair. Academic counselors are available to assist you in understanding your degree requirements, selecting courses, transferring to other institutions, etc. In addition, prior to taking any action that will impact your schedule, (e.g., dropping or adding a course) it is **strongly** recommended that you see your academic counselor. All advisors are located in the Academic Advising Center, Room 11-346. The Advising Center phone number is 937-512-3700 or 513-339-1212.

## Other Counseling

<b>Counseling Services</b> Room 10324 937-512-2752	<b>Career Services</b> Room 10315 937-512-2772	<b>Student Support Services CVCC office</b> <b>800-315-5000</b> <b>513-339-1212</b>
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## Testing Center

Exams are administered on a walk-in basis only at the Testing Center in Room 10445. You must present a Tartan ID Card, driver's license, or state issued photo ID at the time of testing. You may have to wait during peak periods (lunch time, after 4 p.m., midterms, and finals). You may call the Testing Center at 937-512-3076 or CVCC office at 513-339-1212 to verify that your exam is on file and ready to be administered. Children are not permitted in the Center and may not be left unattended in the lobby. Please visit the website at <http://www.sinclair.edu/stservices/enrl/testing/index.cfm> for additional information.

**SINCLAIR COMMUNITY COLLEGE**  
**Academic Integrity Policy**

**Introduction**

This Academic Integrity Policy addresses willful acts of cheating, dishonesty, and plagiarism and establishes common procedures to be followed when such acts occur. The intent of the policy is to improve students' understanding of academic integrity while affirming the concepts and philosophies established in the Sinclair Community College Honor Code. Furthermore, the policy provides guidance for faculty, and their immediate supervisor(s) as they address violations of academic integrity. This policy is intended to be followed for all courses taught by Sinclair Community College faculty. In all instances, departments may develop and enforce academic integrity policies that are more stringent than, but not in conflict with, this policy.

**Definitions**

**Cheating** includes, but is not limited to any act that:

- Aids or assists another in an unfair advantage, which diminishes the educational experience of others.
- Uses or attempts to use unauthorized materials for exams.
- Allows someone else do any part of the student's work.
- Involves doing someone else's work for them, or allowing others to use your work.
- Fails to use reasonable efforts to protect electronic work. In a situation in which a student(s) fails to use reasonable efforts, and another student(s) steals that electronic work, all involved students will have been considered to be cheating.
- Aids and abets dishonesty, including providing material, information, or other assistance to another person to help them cheat.  
Involves collaboration on assignments unless it is a team/group assignment. Makes use of any telecommunication, cell phone or other information storage and retrieval equipment during an exam unless pre-approved by the faculty, and
- Other acts not defined above that demonstrate academic dishonesty.

**Dishonesty** includes, but is not limited to:

- Acts of academic fraud (deliberate deception).
- Attempts by a student(s) to deceive an instructor.
- Attempts to hide or cover up information pertinent to student(s) course work.
- Falsification of records and or documentation, and other acts not defined above that demonstrate academic dishonesty.

**Plagiarism** includes, but is not limited to:

- Presenting someone else's written work as your own. This includes the work of other students or any other persons, and works published elsewhere, including the World Wide Web. Students are expected to document all sources following established procedures for source citation.
- Using another's work in whole or in part without providing proper documentation of what and from where it is being borrowed.
- Obtaining another person's work through purchase, or otherwise, and submitting it as one's own, and
- Other acts not defined above that demonstrate academic dishonesty.

## **GUIDING PRINCIPLES**

Cheating/dishonesty/plagiarism in any academic environment is a serious and delicate issue. In some cases, students are unaware through a lack of educational exposure or diverse cultural morals of their responsibility or the procedure for properly documenting borrowed material. In other situations, students knowingly purchase, steal, and/or copy the works of others for academic gain.

The challenge for any faculty member is to determine whether a case of suspected plagiarism is intentional or not. The faculty member most closely connected with a student's work is best suited to determine willful intent. Faculty may wish to seek guidance from other more experienced faculty, their immediate supervisor, other campus counselors (i.e., Disability Services, Athletic Department, ILP counselors, student mentor, etc.), or through faculty volunteers in the Center for Teaching and Learning. This additional guidance is encouraged but not required.

The process of determining a student's awareness and intent will likely require a conversation with the student(s) involved. A faculty member is advised to invite the student(s) to discuss the issue with him or her in an appropriate location if the question of intentionality is unclear. This discussion can be beneficial to educate and illuminate the faculty member and the student. Furthermore, the student's right to due process requires that students be afforded an opportunity to explain their behavior.

## **Individual and Group Work**

It is imperative that students understand clearly what is considered acceptable as individual versus group work. Some of Sinclair class work is done in groups. Students in those instances are encouraged to help each other understand concepts presented, find needed

resources, solve technological problems, and promote each other's learning. Students are expected to be prepared for group work and fully participate with classmates. Working on specific class work as a group does not imply or suggest that individual work can or should include assistance from others. When in doubt a student should check with his or her instructor.

**With the exception of assignments designated as group assignments by the instructor, all assignments are presumed to be completed individually, not as a part of a pair or team. Assignments include exams, tests, quizzes, papers, notebooks, extra credit, and any work completed for points.**

### **ACADEMIC INTEGRITY PROCEDURE**

1. The faculty member will meet with the student(s) to understand the scope and intentionality of the issue in question.
2. A faculty member who identifies a situation involving intentional cheating, dishonesty or plagiarism as defined above must notify his or her immediate supervisor and then notify the student(s) in writing as to the violation of academic integrity.
3. The faculty member will prepare a written summary of the incident for his or her immediate supervisor.
4. The faculty member's immediate supervisor (or designee) will invite the student(s) to discuss the issue. It is recommended that this interaction take place in a face-to-face meeting if possible. The purpose of this meeting is to afford the student(s) due process to be heard regarding the issue. If the facts concerning the incident are in dispute, the faculty member involved may attend the meeting with the supervisor (or designee) and student.
5. The immediate supervisor (or designee) will review the "Statement of Understanding" with the student(s).
6. At the close of the meeting, all parties will sign a "Statement of Understanding." This statement need not include any admission of fault, but should clearly delineate the agreement regarding how the issue will be resolved.
7. If the incident of cheating, dishonesty or plagiarism is determined not to have occurred, that shall be documented, and a copy provided to the student(s) and communicated to all involved.
8. If the incident of cheating, dishonesty or plagiarism is determined to have occurred, the matter will proceed as set forth below.

## **Statement of Understanding**

If a faculty member identifies a situation involving intentional cheating, dishonesty or plagiarism, said incident will be recorded on a separate “Statement of Understanding,” which shall contain:

1. A summary of the events involving the cheating, dishonesty or plagiarism;
2. A statement that the student either agrees with the summary or disputes it;
3. A statement clarifying that the student understands the penalty for cheating, dishonesty or plagiarism in the course as set forth by the “Statement of Understanding;”
4. If appropriate, a statement that the student understands the consequences of withdrawal from the course and that it does count as one attempt toward successfully passing the course;
5. If it is determined that this is the student’s second offense, a statement that he/she can have academic privileges restricted (see possible penalties below);
6. The signatures of the student, faculty member, and immediate supervisor;
7. A copy of the supporting documentation or evidence (e.g., copy of the course policies, a copy of the assignment, or other useful documentation), should be attached to the “Statement of Understanding,” and
8. As a last step, the “Statement of Understanding,” with any supporting documentation, would be forwarded to the Student Judicial Affairs Office for inclusion in the Student Code of Conduct database.

## **Penalties**

- First violation: If it is determined that a student has committed an act of academic dishonesty, the student will receive a grade deemed appropriate by the assigning faculty member as outlined in the course policy statement. In most instances, this grade would be a zero for the assignment or possibly an F for the course depending on the course policies.
- Second violation: Any student who violates the academic integrity policy twice in the same term will receive an F for the course.
- Withdrawal: Some students may decide to withdraw from a course rather than receive a failing grade. Withdrawing from a course in which the student has been determined to have cheated, plagiarized or otherwise behaved in an academically dishonest manner counts as an attempt towards successfully passing the course under the Repeating Courses Policy.
- Incomplete grades assigned at the end of a course while academic integrity violations are investigated will naturally convert to an F grade unless lesser sanctions are deemed appropriate. Grade change forms should be used per standard practice in this instance.

- A violation of the Student Code of Conduct involving academic matters will be submitted to the Student Judicial Affairs Office. The signed copy of the “Statement of Understanding,” with supporting documentation, will suffice for this report.
- A record of the violation of Student Code of Conduct B.4, (Cheating, plagiarism, or other forms of academic dishonesty) will be maintained by the Student Judicial Affairs Office.
- Repeat violators will receive additional sanctions from the college following the procedures set forth in the Student Code of Conduct.

### **Appeal Procedure**

An appeal of the determination of cheating may be made to the Dean (or Dean’s designee) of the division. The faculty member’s immediate supervisor will send a copy of the “Statement of Understanding” to the Dean if the matter is appealed.

Appeals may be made only on the grounds of inappropriate sanction, procedural defects, or new evidence.

Approved by Instructional Council: March 2011







## **Student Records Policy and the Federal Education Rights & Privacy Act (FERPA)**

Students have the right to inspect and review their education records. To do so, students must submit a written request to the Office of Registration & Student Records, Building 10, second floor, specifying which records to review. Requests will be granted as soon as practicable, but in no more than 45 days.

Student's right to inspect and review records does not extend to personal notes of faculty or staff, law enforcement records maintained by Campus Policy, medical treatment records, parents' financial records, and certain confidential letters and recommendations.

If upon inspection and review of records, students wish to challenge (correct or delete) inaccurate or misleading data, or any records students believe violate their rights to privacy or other rights, students may request a correction or deletion in writing. If the record custodian denies the request, students will be given copies of the record(s) in question. Students then have the right to request in writing a hearing. Requests for hearings must be made to the vice president for Student Services, specifying the portion of the record to be challenged, the reason(s), and the desired changes(s). The record challenge hearing will be held within a reasonable time of the request, and a written decision will be issued. If students are not satisfied, they may submit written commend(s) which will be maintained with the challenged records(s).

Sinclair Community College  
Registration and Student Records

## Summary of Acceptable Use of Information Technology Policy

The Sinclair Board of Trustees approved this policy on September 9, 2003. The effective date for the Acceptable Use of Information Technology Policy is September 9, 2003 with current revision in 2010. Below is a summary of the policy. The entire policy can be read at the following link: <http://www.sinclair.edu/about/information/usepolicy/index.cfm>

- A. Users are all College students, faculty, staff (including student workers), and other individuals granted access to Information Technology Resources.
- B. Use of College information technology resources for unlawful activities is prohibited.
- C. Information technology resource users will not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the College unless authorized to do so.
- D. Users will not share their password, provide access to an unauthorized user, or access another user's account without authorization (such as when granted delegate rights).
- E. Operators of College information technology resources are expected to follow sound professional practices in providing security of electronic data. However, since the protections are not foolproof, the security and confidentiality of electronic data cannot be guaranteed.
- F. The College does not in the ordinary course of business monitor the content of IT resources accessed by users. However, the College reserves the right to access any content within its information technology resources, including a user's account.
- G. Users should consult records management staff in regards to how records management policies apply to material contained in electronic records.
- H. The unauthorized use or distribution of copyrighted works, including but not limited to, software, Web page graphics, files, trademarks, and logos, through Sinclair information technology resources and services is prohibited.
- I. Users must abide by the terms of all software licensing agreements with the College.
- J. Sinclair Community College provides Internet access to users in support of the learning, research, and community/public service mission of the College and all administrative functions that support this mission.
- K. Users should assess the implications of their decision to use College information technology resources for personal use.
- L. Users must get approval from the Information Technology Division prior to attaching personal technology to Sinclair's network resources including wireless access.
- M. The implementation of new products or services into Sinclair IT resources must follow a defined Network Change Procedure.

Step Into Your Future With APTA

**The Benefits of Belonging to the American Physical Therapy Association,**

### **Discover Your Professional Association**

Now that you've chosen physical therapy as your career, put the professional association to work for you! **Join the American Physical Therapy Association (APTA)**, the national organization dedicated to serving the physical therapy profession. It's the ideal way to learn about your chosen career and the many practice options open to you.

### **Keep Up With New Developments**

APTA is your best source for the latest information on physical therapy practice, trends, and issues. Three information-packed publications, including:

- ***Physical Therapist***
- ***PT Magazine of Physical Therapy***, and ***PT Bulletin***

Keep you abreast of professional developments. Changes and advances are occurring daily that aren't even in your textbooks ... let APTA fill in the gaps!

### **Get Timely Information,**

APTA's Web site features information on membership, post professional graduate physical therapy programs, financial aid, and more. **Browse our Web site;** and gain access to members-only screens by joining APTA.

### **Make Contacts**

You'll make new friends and lifelong contacts when you join APTA. You'll have a chance to share your ideas with other students at chapter and district meetings, at APTA's national conferences, and **at the always-popular National Student Conclave - the only national meeting for students of physical therapy.** Your membership puts you in touch with the profession's leaders-policymakers, academicians, researchers, clinicians-who share your interests and concerns. Join APTA today!

### **Focus on Your Interests,**

Maybe you've already discovered an area of special interest in physical therapy. APTA's 19 specialty sections give you the chance to develop a greater understanding of particular areas and to meet and interact with professionals who share your interests.

### **Save on Books, Conferences, and More ~**

- Your APTA student membership entitles you to BIG savings on professional development tools like books and self-study courses. It's also your ticket to low-cost **insurance plans** including:

- health and injury insurance
- health and injury insurance short
- term medical insurance
- dental insurance
- professional liability insurance
- car insurance
- student disability insurance
- accident insurance
- life insurance

That's not all. Your membership also allows you to sign up for the **APTA credit card** with no annual fee for the first year, and our **distinctive check program** lets you show off your professional affiliation every time you sign a check. Save on conferences, seminars, and APTA publications like APTA's pocket - size guide on risk management, *Pearls for Physical Therapists*.

APTA also offers special student products, including "First-Hand: The Basic Evaluation Kit for Students of Physical Therapy" and publications such as: *Guide to Physical Therapist Practice*; *Financial Assistance Resource Guide*; *Guide to Post professional Programs in Physical Therapy*; and *Healing the Generations: A History of Physical Therapy and the American Physical Therapy Association*. Of course, APTA members also get a hefty discount on publications, conferences, and seminars.

### **Explore Your Career Options**

Finding your first job will be much easier with APTA on your side! As a member you have ongoing access to job advertisements and listings in your chapter newsletter and in *PT Bulletin*. Articles in the annually student edition of *PT Bulletin* provide important information on interviewing and negotiating skills. The Career Center at APTA's Annual Scientific Meeting & Exposition offers you one-on-one tips on resume writing and interviewing skills. And, at National Student Conclave, you can meet with employers and recruiters from across the country.

### **Build Your Leadership Skills**

Active participation in your chapter and the Student Assembly can be the start of important volunteer leadership positions within APTA now and in the years to come. As the student voice of the Association, the Student Assembly addresses issues of concern to student members. Through the Assembly, you have the opportunity to take an active role in APTA while you develop your leadership skills and increase your peer network. It's never too soon to begin building your professional reputation!

### **Put APTA on Your Resume'**

Step into your future, and make the first move toward a successful career. When you join APTA, you're demonstrating your commitment to your profession... and that's one commitment that employers all over the country will recognize.

### **Learn About Professional Issues**

APTA is your best source for up-to-the-minute information on professional issues and concerns.

APTA is the voice of the profession, actively working to represent the physical therapy profession on Capitol Hill and in state legislatures. The Association is dedicated to advancing the profession by setting standards, encouraging research, and promoting diversity within the field. Your membership in APTA is your key to keeping informed about the topics, trends, and issues that affect the practice of your chosen profession.

### **Join APTA today!**

Here's how ... in three easy steps.

#### **1. You're eligible'**

If you're enrolled in a physical therapist or physical therapist assistant program that is accredited or seeking accreditation, you're eligible for APTA membership.

#### **2. Complete your application**

Fill out your membership application. Be sure to include the name of your school, the signature of your program director, and your anticipated date of graduation. (APTA considers the graduation date to be the end of the month of graduation commencement or clinical affiliation, whichever comes first.) [Click here](#) if you need an application, or call 800/999-APTA (2782), ext.3395. For TDD access, call 703/683-6748.

#### **3. Mail your application and payment to:**

American Physical Therapy Association, Attn: Accounting Department, 1111 North Fairfax Street Alexandria, VA 22314-1488.

Or, charge your membership on your VISA or MasterCard and fax your application to 703/706-3396.,

#### **American Physical Therapy Association**

1111 North Fairfax Street  
Alexandria, VA 22314-1488  
800/999-APTA (2782)  
<http://www.apta.org>

#### **FROM THE STUDENT ASSEMBLY:**

I am the APTA Student Assembly PTA Relations Chair and a second year student at Somerset Community College. I want to take this time to encourage you to promote the importance of being a member of our professional association to your students. Upon my acceptance into the PTA program, I knew next to nothing about the APTA. The classmates and instructors of my college fortunately provided me with the opportunity to dive right in even before classes started. In the past year I have learned so much about our association, as well as the profession itself. This knowledge will enable me to provide the best care possible for my patients. As you know in our profession it is essential to have a voice and the APTA is just that. We have APTA staff in Washington fighting for legislation daily. The Student Assembly membership keeps growing each year and we want to continue this trend with all students, not just PT students. Our chances for retention from new professionals will obviously increase as we increase membership in the Student Assembly.

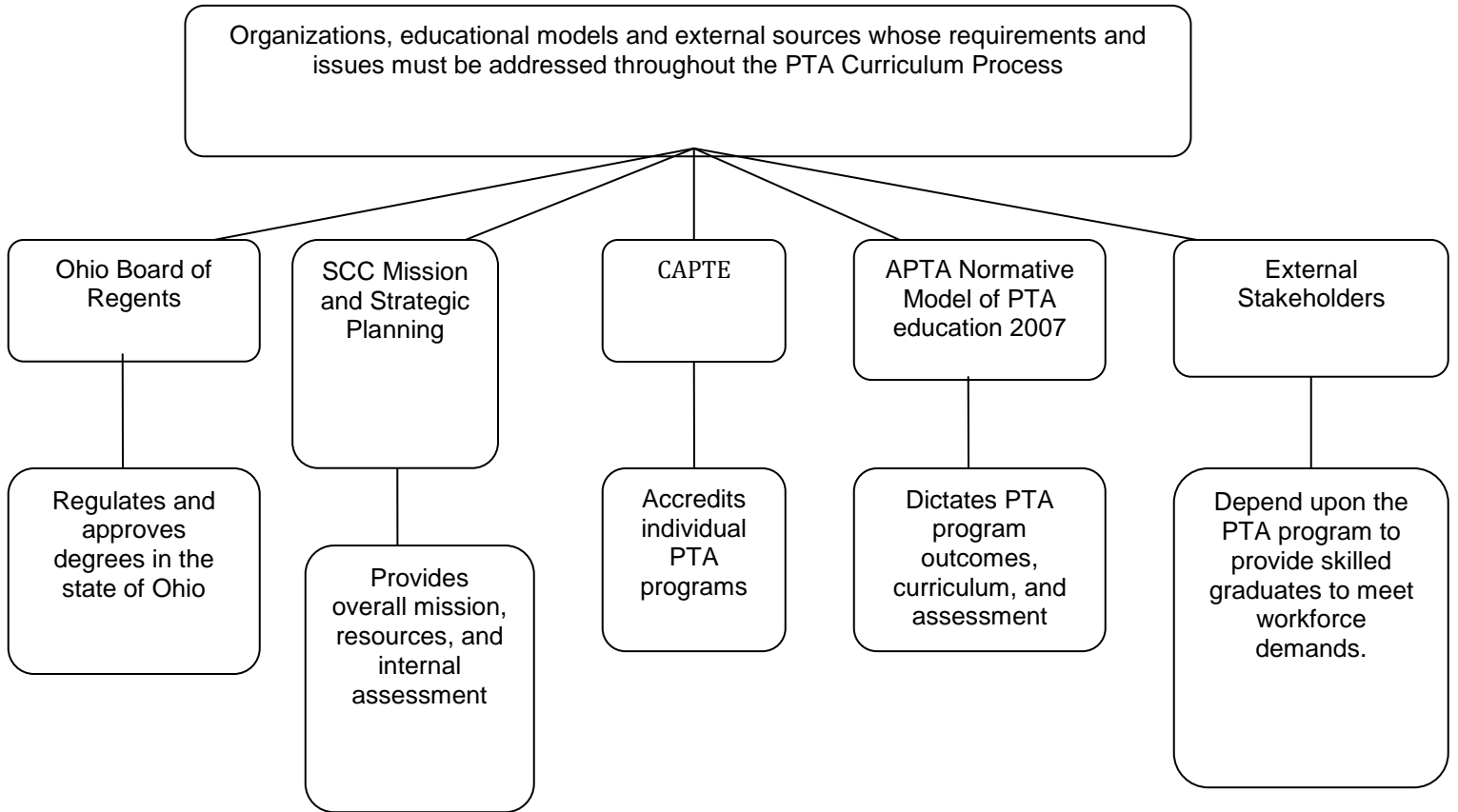
There is a program established by the APTA Student Assembly called "The Loop." Through this program each PT and PTA program in the country is encouraged to select one of their students

to act as a direct link to their state's Core Ambassador, who is linked directly to the Student Assembly Board of Directors. This network was established to better inform students of the opportunities and issues that concern them. Your program's Student Representative will have access to a "toolkit" of information and presentations that can explain the services of the APTA and opportunities of engagement for your PTA students. Contact the Vice-President of the APTA Student Assembly ([aptasa.vicepresident@gmail.com](mailto:aptasa.vicepresident@gmail.com)<<mailto:aptasa.vicepresident@gmail.com>> ) to make the link between your program and your state's Core Ambassador soon.

Thank you for your time and if you need any assistance or have any questions feel free to e-mail me at [BenGLISH0007@KCTCS.edu](mailto:BenGLISH0007@KCTCS.edu)<<mailto:BenGLISH0007@KCTCS.edu>>. Also if you have any suggestions for me I would love to hear them.

Thank You,  
Brandon English  
APTA Student Assembly PTA Relations Project Committee Chair

# PTA CURRICULUM DESIGN



## PTA CURRICULUM PLAN

### I. CURRICULUM DESIGN ELEMENTS

- A. Must meet continuing Ohio Board of Regents specifications for AAS degree
- B. AAS degree can be completed in seven terms
- C. Program Outcomes are developed from Standards of
  1. CAPTE
  2. APTA Standards of Ethical Conduct for PTA
  3. Normative Model of PTA Education
  4. SCC Mission and strategic plan
- D. Assessment is both formative and summative and ongoing
- E. Clinical Education includes sufficient clinical sites to assure a variety of experiences for a maximum of 30 students.
- F. Graduate outcomes meet expectations of employers
- G. Graduate outcomes meet or exceed both state and national averages for passage of licensing examination.
- H. Instructional pedagogy includes a wide variety of instructional methods, including:
  - traditional (testing),
  - contemporary(case-based presentations, instructional CD's) and
  - media based (web-enhanced modular course materials, Adobe Captivate, Adobe Connect).

### II. ANNUAL ANALYSIS OF THE CURRICULUM OUTCOMES INCLUDES

- A. A gap analysis of course content across the curriculum to meet CAPTE standards - core faculty
- B. Analysis of completed tests and lab practical assessments to determine reflection of course and assessment objectives-core faculty, adjunct faculty
- C. Analysis of course assessments by students, annually-core faculty and adjunct faculty
- D. Review of effectiveness of any course learning object or pedagogy used for instruction with revision as needed - core faculty
- E. Discussion of changes in practice environment which may require changes in curriculum-core faculty, adjunct faculty and advisory committee members
- F. Review of effectiveness of grading process across the curriculum - core faculty
- G. Review of assessment tools to assure effectiveness for specific knowledge, skill or competency being reflective of current clinical practice-core faculty

- H. Core faculty and adjunct faculty meeting to review and revise PTA 106 effectiveness with pre-program students.
- I. Assess effectiveness of unique learning experiences-core faculty and students
- J. Review of changes in Ohio scope of practice for PTA and APTA position statements to assure continued compliance-core faculty - ACCE
- K. Review of Medicare regulations to assure appropriate supervision for clinical experience - ACCE
- L. Gap analysis of clinical education summaries - ACCE
- M. Continued development of clinical education component of curriculum - ACCE

### III. PROGRAM OUTCOMES LINKED TO CURRICULUM ASSESSMENT

- A. Advisory Committee meeting to review current curriculum, practice environment and graduate outcomes - Chairperson
- B. Analysis of graduate performance on state of Ohio laws and rules examination and National licensing examination - Chairperson
- C. Review of current PT/PTA supervisory relationship during clinical experiences-ACCE, core faculty and advisory committee.
- D. Review and Revision, as needed, of program policies and procedures affecting curriculum delivery-core faculty and advisory committee - Chairperson



## YOUR RIGHTS AND RESPONSIBILITIES

### Department of Disability Services

*The Department of Disability Services (DDS) provide reasonable academic accommodations, auxiliary aids, and support services that are individualized and based upon disability documentation, functional limitations and a collaborative assessment of needs.*

*Students request accommodations/auxiliary aids based on what they are authorized to use and specific class needs. DDS does not guarantee to meet personal preference requests, but rather ensures that reasonable academic accommodations and auxiliary aids will be provided in accordance with ADA and Section 504 of the Rehabilitation Act of 1973.*

#### **YOU HAVE THE RIGHT TO:**

- 1) Equal access to courses, programs, services, activities, and facilities offered throughout the College.
- 2) Reasonable academic accommodations and services after providing the DDS with appropriate documentation of your disability and a joint assessment of needs with your Disability Services Counselor.
- 3) Confidentiality. Disability documentation is kept by Sinclair's DDS on a confidential need-to-know basis. Exception: Records may be shared if you agree, in writing, to release them, or when such a disclosure is required or permitted by law.
- 4) Advocacy support. If you appropriately make known your need for an *approved* academic accommodation to your instructor and it is denied, notify DDS immediately about the situation. If outside of DDS regular operating hours, leave a brief message at (937) 512-5113, or 937-512-3096 TTY describing your perspective.
- 5) Discuss your concerns if you believe that your right to appropriate accommodations has not been met. Disability-related concerns should be discussed with your DDS Counselor. If unresolved, you may report your concerns to the Manager for the Department of Disability Services, and thereafter the Sr. Director, Student and Academic Support Services, if necessary. *Note: This department may need to involve other appropriate college personnel in order to fully address the issues at hand.*
- 6) Our goal is to facilitate individualized reasonable accommodations and supports. However, the Office for Civil Rights (OCR), U.S. Department of Education protects the rights of students and ensures that individuals who meet the program qualifications and eligibility requirements are given equal opportunity to participate. You reserve the right to file a grievance through OCR, if you believe your situation has not been resolved within the college support system.

#### **IT IS YOUR RESPONSIBILITY TO:**

- 1) Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities.
- 2) Register with the Department of Disability Services (DDS) and provide documentation of your disability from a qualified professional and how the disability limits your participation in courses, programs, services, activities, and facilities to be eligible for any accommodation from the college.
- 3) Contact your assigned Disability Services Counselor in a timely manner for assistance to identify and secure academic accommodations and supports. In addition, inform your assigned counselor if you are uncertain about what you need or are having difficulty getting what you requested.
- 4) Contact your Disability Services Counselor early so they can complete a **Self-Identification (Self-ID) form** which is evidence of your eligibility for reasonable accommodations. When requesting classroom and/or testing accommodations from your instructors, a **Self-ID** form must be presented to each instructor for each class you are enrolled. *Note: It is best to make an appointment with your instructor to share the approved accommodations as stated on your Self-ID form.*
- 5) Request classroom and testing accommodations in a timely manner from faculty (at least one week in advance).
- 6) Inform DDS if your name, address, or telephone number changes.

Sinclair Community College and the Department of Disability Services primary concern is the successful completion of students' academic goals. The college is dedicated to providing access for all students.

**THESE RIGHTS AND DUTIES HAVE BEEN EXPLAINED TO ME BY THE DISABILITY SERVICES STAFF MEMBER SIGNED BELOW. I UNDERSTAND MY RIGHTS AND DUTIES WHEN RECEIVING SERVICES FROM THE DEPARTMENT OF DISABILITY SERVICES.**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Disability Services Staff:** \_\_\_\_\_



**Sinclair Community College  
STUDENT PETITION FOR REINSTATEMENT**

Petition Received in Dept office
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**Student Name:** \_\_\_\_\_ **Dept:** \_\_\_\_\_ **SCC-ID#:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Qtr/yr of Failure/Withdrawal/Dismissal:** \_\_\_\_\_ **Qtr/Nr of Anticipated Reinstatement:**  
\_\_\_\_\_

***PART 1. To be Completed by Student***

**Word process a detailed response to the following two items and attach to this form.**

1. What were the circumstances contributing to your failure/withdraw/dismissal from your program of study?
  
2. Outline the steps that you will take or have taken to correct the cause of your failure/withdrawal/dismissal?

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

***PART 11. To be Completed by the Department Chairperson***

Date of Counseling/Advising Appointment: \_\_\_\_\_

Summarize key discussion points from the above meeting::

\_\_\_\_\_  
Signature of Department Chairperson

\_\_\_\_\_  
Date

***PART 111. To be Completed by the Department Reinstatement Committee***

Did the student withdraw in good standing?

Yes		No	
Yes		No	

Is the student eligible for reinstatement? If no, cite policy statement.

Is the student's petition for reinstatement granted?

Yes		No	
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If reinstatement request is granted, what courses/actions must be taken by student?

If reinstatement petition is denied, list reasons cited by the committee,

\_\_\_\_\_  
Signature of Department Reinstatement Committee Chairperson,

\_\_\_\_\_  
Date

Copy: Department, ALH Reinstatement Com.,  
Student

Letter of notification sent to student:

**REQUEST FOR CONSIDERATION OF ABSENCE AS  
EXCUSED PER PROGRAM POLICY**

NAME:

DATE:

DATE AND TIME MISSED:

CLASS:

INSTRUCTOR:

NATURE OF THE EMERGENCY:

REQUEST FOR EXEMPTION FOR ATTENDANCE POLICY:

INSTRUCTOR RECOMMENDATION:

\_\_\_\_\_ACCEPT AS EXEMPTION

\_\_\_\_\_REJECT AS EXEMPTION

COMMENTS:

\_\_\_\_\_  
INSTRUCTOR

\_\_\_\_\_  
STUDENT



## Honor Code

The Honor Code is a statement of positive behaviors encouraging ethical practice regarding what one should do, a counter balance to the student, faculty, and staff codes of conduct with a positive focus on encouraging ethical behavior.

**"As a member of the Sinclair College community of students, faculty, and staff, I will uphold the values of citizenship, social-responsibility, and personal accountability. I will maintain the highest standards of professional and academic ethics. I will uphold my personal integrity, dignity, and self-respect by being fair and honest at all times and by treating all individuals with respect. By honoring these ideals, I will be building a better future for myself, my college, and my local, regional, and global communities."**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_







**PHYSICAL THERAPIST ASSISTANT PROGRAM  
PICTURE CONSENT FORM- EXCLUDING INDIVIDUAL CLASS PICTURES**

As a participant in the PTA program, there will be opportunities to photograph and videotape classroom activities, presentations, and special events.

***I give my consent*** to the use of photographs, video tapes, film and recordings of me for advertising, broadcast, or other uses by Sinclair Community College. In the event I do not wish a specific photo or video to be used by the program, I will inform the chairperson immediately, in writing.

Name (print) \_\_\_\_\_

Date \_\_\_\_\_

Name  
(signature) \_\_\_\_\_

**Photo/Video topic** Class/program participation.

**OR**

As a PTA program volunteer, ***I give my consent to*** use photographs, video tapes, film and recordings of me for advertising, broadcast, or other uses by Sinclair Community College

Name (print) \_\_\_\_\_

Date \_\_\_\_\_

Name  
(signature) \_\_\_\_\_

**Photo/Video topic** Class/program participation.



SINCLAIR COMMUNITY COLLEGE  
PTA PROGRAM

AUTHORIZATION TO PHOTOGRAPH, INTERVIEW, PARTICIPATE IN LABORATORY  
ACTIVITIES

I, \_\_\_\_\_, authorize Sinclair Community College, and/or faculty members of the Physical Therapist Assistant Program to make photographs, video and/or audiotapes, conduct interviews, or present my case as a teaching experience in physical therapy courses. I further agree to participate in teaching demonstrations involving therapeutic intervention and hold harmless Sinclair Community College, Physical Therapist Assistant Program and/or the individual faculty member. I understand that any intervention received is educational in nature and not intended as recommendations to be used outside of the classroom experience. All photographs, videotapes, audiotapes, written interviews, etc. remain the property of Sinclair Community College Physical Therapist Assistant Program.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Daytime Telephone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_



## NOTIFICATION OF EMERGENCY CONTACT

This Information will be maintained in the PTA program office for access if and when an emergency would require a student's family or friend to be contacted for assistance.

It is the responsibility of the student to keep this information up to date. When a student is attending an off campus seminar or event required by the program, this information would also be used in the event of an emergency.

Please provide the following information:

Primary Emergency Contact; \_\_\_\_\_

Relationship: \_\_\_\_\_

Daytime phone: \_\_\_\_\_, Cell Phone: \_\_\_\_\_

Secondary Emergency Contact: \_\_\_\_\_

Relationship: \_\_\_\_\_

Daytime phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_



SINCLAIR COMMUNITY COLLEGE  
PHYSICAL THERAPIST ASSISTANT PROGRAM

**ACKNOWLEDGMENT**

I have received and read the Sinclair Community College Physical Therapist Assistant Program Handbook. I understand it is my responsibility to review and comply with the policies of Sinclair Community College and the Physical Therapist Assistant Program.

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PRINT NAME

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SIGNATURE

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DATE