**PHYSICAL THERAPIST ASSISTANT PROGRAM CONTACTS**

(843) 525-8267

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Telephone</th>
<th>Office</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PTA Program Director</td>
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<td><a href="mailto:cbuchanan@tcl.edu">cbuchanan@tcl.edu</a></td>
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</tbody>
</table>

Other Important Contact Information:

**American Physical Therapy Association (APTA)**

1111 North Fairfax Street
Alexandria, Virginia 22314-1488
703/684-APTA (2782) * 800/999-2782 * 703/683-6748 (TDD)
703/684-7343 (fax)

**South Carolina Chapter of the American Physical Therapy Association (SCAPTA)**

3581 Centre Circle, Suite 104
Fort Mill, South Carolina 29715
803/802-5450
815/371-1499 (fax)

**State Board of Physical Therapy (South Carolina)**

South Carolina Department of Labor, Licensing, and Regulation
110 Centerview Drive
Synergy Business Park, Kingstree Building
P. O. Box 11329
Columbia, SC 29211-1329
803/896-4655
803/896-4719 (fax)
Part II of The Physical Therapist Assistant Program Student Handbook serves to supplement the current College Catalog/Student Handbook and the Division of Health Sciences Handbook in order to provide additional guidance for students enrolled in the Physical Therapist Assistant Program at Technical College of the Lowcountry. It thus outlines policies specific to the Physical Therapist Assistant Student. It also provides a framework for student performance and behaviors. Students are expected to become familiar with the content of this handbook. Should a student have questions or concerns related to the content of this handbook, he or she should contact the Physical Therapist Assistant Program Director immediately for clarification and resolution. Students are required to sign a Student Handbook Agreement verifying that they have received, have read and have understood the contents of this handbook and that they agree to abide by the handbook during their tenure in the program (Please refer to Appendix C.). Students should however understand that as the PTA program continues to evolve, certain aspects of the program including but not limited to the curriculum plan, course work and clinical education may change. Students will be advised of such changes, but should also periodically check the TCL website for the latest updates.

Statement of Non-Discrimination
The Technical College of the Lowcountry is committed to a policy of equal opportunity for all qualified applicants for admissions or employment without regard to race, gender, national origin, age, religion, marital status, veteran status, disability, or political affiliation or belief. All programs, activities, rights and privileges generally accorded or made available are provided on a nondiscriminatory basis.

Americans with Disabilities Act
In accordance with the mission of the Technical College of the Lowcountry to provide quality affordable education to all citizens of the service area, the College complies with the requirements of the Americans with Disabilities (ADA). The President of the Technical College of the Lowcountry has appointed an ADA Coordinator and established an ADA committee to implement procedures in compliance with the Americans with Disabilities Act. The ADA contacts are: Director of Student Support Services (843-525-8228) and Vice President of Finance (843-525-8251).

The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the first ten business days of the academic term.

Complaints
Concerns or complaints may arise that are outside the scope of the grievance procedure or that cannot be resolved by communication with the Technical College of the Lowcountry PTA Program faculty. Individuals may use the “Contact TCL” link on the TCL web page to file such concerns. Remarks submitted via the website are first read by a member of the TCL public relations department. The public relations department will forward the complaint to the appropriate personnel. Complaints against the PTA Program, are forwarded to the Health Sciences Division Dean, who then discusses the issue with the PTA Program Director. Once an investigation is completed, the PTA Program Director, the Division Dean and the Vice President for Academic Affairs review the findings and determine the appropriate course of action. Documentation regarding complaints is stored with the Program Director and the Dean.
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The Physical Therapist Assistant Program

Program Summary

The Physical Therapist Assistant (PTA) Program at Technical College of the Lowcountry (TCL) is a two-year, five semester program leading to an Associate Degree in Health Sciences. Course work in the Program consists of classes in general education, health-related sciences and professional course work. Formal clinical education courses are scheduled during the third, fourth, and fifth semesters.

Program Philosophy

The philosophy of the Physical Therapist Assistant (PTA) Program is congruent with the mission of the Technical College of the Lowcountry (TCL). The PTA Program faculty serves the profession, community and society. Both TCL and the PTA Program strive to create an atmosphere of excellence in teaching and learning. Within the college's open atmosphere of shared values, the PTA Program encourages creativity, innovation, and resourcefulness among its students and faculty. With these commitments, a positive, student-centered environment is created and individuals are empowered to learn and develop throughout their lifetimes.

Physical therapy is at once both a science and an art. Only through a careful blending of these two components can optimal patient care be provided. For this reason, the PTA Program strives to instill clinical decision making and technical skills into a strong framework of ethics and compassion. Theory and research drive the science of physical therapy while caring serves to promote dignity and creates a climate of support that is respectful and accepting of each person's beliefs, culture and lifestyles. With these values in mind, the PTA Program at TCL has been created to prepare individuals to come into the healthcare arena with confidence and competence as entry-level practitioners.

Physical therapy education uses biological, behavioral, and physical therapy sciences to provide students with the opportunities to meet their learning needs. It is the responsibility of the faculty to develop, implement, and evaluate the program and to promote an environment that fosters mutual respect and the development of self-initiated personal and professional goals. It is the responsibility of the student to be an active, committed partner in the educational process by critically examining information and reflecting upon concepts, beliefs, and ideas. Only through this partnership will both student and program outcomes be achieved.

Program Fundamentals

The mission of the Physical Therapist Assistant Program at Technical College of the Lowcountry is to provide the community with highly trained, competent Physical Therapist Assistants. To support this mission, the goal of the Physical Therapist Assistant Program is to provide a comprehensive curriculum to prepare the physical therapist assistant student with the knowledge and abilities necessary for entry-level practice and to provide eligibility to successfully sit for the National Physical Therapy Exam (NPTE) for Physical Therapist Assistants.

PTA Core Performance Skills

As part of your acceptance into the Physical Therapist Assistant Program it is important for students to understand that working as a PTA requires certain minimum functional abilities. Please review the list of skills on the following pages. If a student is unable to meet the required “Core Performance Skills” the student should consult with program faculty in order to determine, on a case by case basis, whether or not reasonable accommodations can be made that would permit the student to meet these “Core Performance Standards”.


Speech:
* Must be able to speak with clarity
* Must be able to communicate with clarity

Hearing:
* Must engage in conversation with patients, families, and other health professionals

Sight:
* Must be able to see to read and to have good depth perception with either natural or corrected vision

Lifting:
* Must always be able to lift weights up to 10 pounds in 100% of all job situations
* Must frequently be able to lift weights between 25-50 pounds in 75% of all job situations
* Must occasionally be able to lift weights of 50-100 pounds in 30% of all job situations

Pushing/Pulling:
* Must always be able to push/pull weights of 10 pounds in 100% of all job situations
* Must frequently be able to push/pull weights of 25-50 pounds in 75% of all job situations
* Must occasionally be able to push/pull weight of 50-100 pounds in 30% of all job situations

Mobility:
* Must be able to stand, move about the facility, bend, crawl, crouch, rotate the trunk, walk (forward, sideways and backward) and climb stairs with a handrail in 76 – 100% of all job situations

Balance:
* Must be able to maintain single limb support in both legs with eyes open for 30 seconds each in 30% of all job situations
* Must be able to reach forward 6 to 8 inches in 2 leg standing without loss of balance in 30% of all job situations

Movement Transitions:
* Must be able to perform the following movement transitions with ease on a daily basis
  - supine to/from standing position
  - supine to/from sitting position
  - sitting to/from standing position
  - kneeling on floor to/from standing position
  - squatting to/from standing position

Reaching:
* Must be able to reach overhead, in front of the body and down on a daily basis in 76 – 100% of all job positions

Grasping:
* Must be able to grasp in an overhead position, in front of the body and down on a daily basis in 76-100% of all job positions.
Sitting:
* Must be able to sit for up to 15 minutes at a time on a daily basis in 30% of all job positions

Fine Motor Control:
* Must have fine motor control of the wrist and hands with finger dexterity and tactile sensation in 76 to 100% of all jobs

Coordination:
* Must have eye/hand and eye/hand/foot coordination in 76 to 100% of all job positions

Allergies:
* Must have tolerance to latex in 76 to 100% of all job positions

**Essential Cognitive/Mental Skills**

Reasoning:
* Must be able to deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions
* Must be able to interpret instructions furnished in oral, written, diagrammatic, or schedule form
* Must be able to deal with problems varying from standard to unpredictable situations
* Must be able to carry out simple to complex writing and oral instructions
* Must be able to perform complex or varied tasks
* Must be able to carry out at least one or two step instructions
* Must be able to make generalizations, evaluations, or decisions without immediate supervision

Mathematics:
* Must be able to perform simple to complex mathematical skills including addition, subtraction, multiplication and division of whole numbers; fractions; calculation of time increments; and simple measurements

Reading:
* Must be able to comprehend medical records, manuals, journals, instruction in use and maintenance of equipment, safety rules and procedures and drawings.

Writing:
* Must prepare medical documentation, report summaries using the prescribed format and conforming to all rules of punctuation, spelling, grammar, diction and style

Perception:
* Must be able to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms.
* Must be able to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line.

Clerical:
* Must be able to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.
Data:
* Must be able to manipulate date in the following ways:
  * synthesis
  * coordination
  * analysis
  * compilation
  * computation
  * copying
  * comparison

Personal Traits:
* Must be able to comprehend and follow instructions
* Must be able to perform simple and repetitive tasks
* Must be able to maintain a work pace appropriate to a given work load
* Must be able to relate to other people beyond giving and receiving instructions
* Must be able to influence people
* Must be able to accept and carry out responsibility for direction, control and planning

Program Outcomes
Graduates of the Physical Therapist Assistant Program are able to:
1. Work under the direction and supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner.
2. Implement selected components and interventions in a Plan of Care developed by a licensed physical therapist.
3. Comprehend the scientific basis for the physical therapy treatment plans established by the licensed physical therapist.
4. Collaborate with the supervising licensed physical therapist regarding patient progress and goal achievement.
5. Utilize critical thinking and problem solving strategies within the knowledge and limits of practice to achieve patient outcomes as directed by the licensed physical therapist.
6. Interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural, developmental and socioeconomic differences.
7. Communicate verbally and non-verbally with physical therapists and other health care professionals in a positive and effective manner.
8. Participate in teaching other health care providers, patients, families and community groups.
9. Demonstrate the professional behaviors that reflect a commitment to the profession of physical therapy.
10. Identify career development and lifelong learning opportunities.

Program Curriculum
The Physical Therapist Assistant (PTA) Program at Technical College of the Lowcountry (TCL) is a rigorous and challenging curriculum. The curriculum is designed as a progression of increasing complexity. Pre-requisites and co-requisites thus have been established for each technical course within the program. All PTA courses (indicated with the course abbreviation PTH) must be taken in the semester indicated below:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Lect</th>
<th>Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 210</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
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<td>MAT 120</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>*PTH 101</td>
<td>1</td>
<td>3</td>
<td>2</td>
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### SPRING SEMESTER

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIO 211</td>
<td>Anatomy &amp; Physiology II</td>
<td>3 3 4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition II</td>
<td>3 0 3</td>
</tr>
<tr>
<td>*PTH 202</td>
<td>Physical Therapy Modalities</td>
<td>3 3 4</td>
</tr>
<tr>
<td>PTH 205</td>
<td>Physical Therapy Functional Anatomy</td>
<td>3 3 4</td>
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### SUMMER SEMESTER

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<th>Course</th>
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<tbody>
<tr>
<td>PTH 242</td>
<td>Orthopedic Management</td>
<td>4 0 4</td>
</tr>
<tr>
<td>PTH 240</td>
<td>Therapeutic Exercises/Application</td>
<td>4 3 5</td>
</tr>
<tr>
<td>PTH 252</td>
<td>Clinical Practice</td>
<td>0 6 2</td>
</tr>
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</table>

### FALL SEMESTER

<table>
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</thead>
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<tr>
<td>PTH 115</td>
<td>Pathology for PTA</td>
<td>3 0 3</td>
</tr>
<tr>
<td>*PTH 235</td>
<td>Interpersonal Dynamics</td>
<td>2 0 2</td>
</tr>
<tr>
<td>PTH 228</td>
<td>Manual Therapy Techniques</td>
<td>1 3 2</td>
</tr>
<tr>
<td>PTH 246</td>
<td>Neuro Rehabilitation</td>
<td>3 6 5</td>
</tr>
<tr>
<td>PTH 253</td>
<td>Clinical Practice II</td>
<td>0 9 3</td>
</tr>
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</table>

### SPRING SEMESTER

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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PTH 270</td>
<td>Special Topics in Physical Therapy</td>
<td>3 0 3</td>
</tr>
<tr>
<td>PTH 266</td>
<td>Physical Therapy Practicum I</td>
<td>0 18 6</td>
</tr>
<tr>
<td>*PTH 275</td>
<td>Advanced Professional Preparation</td>
<td>1 0 1</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
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**TOTAL PROGRAM CREDITS: 69**

* courses with a community service requirement

### Standards for Progression and Graduation

In order for a student to receive endorsement for PTA licensure, the student must complete the last two semesters (25%) of PTA courses at TCL. Should the student believe he/she has extenuating circumstances that preclude meeting this policy; prior approval must be received from the Dean for the Division of Health Sciences and the Vice President for Academic Affairs at TCL.

1. All courses in the major of PTA must be completed within a three-year period from date of entry.
2. All courses must have prerequisites completed prior to progressing in the program. See the current college catalog and academic health science advisor.

Refer to the Health Sciences Division Handbook for further information on Standards for Academic Progress.

### Re-entry into the PTA Program

In consideration for progression/re-entry to the PTA program, the first preference is to residents of Beaufort, Jasper, Hampton, and Colleton counties. The second preference is to residents of other South Carolina counties, and finally residents from other states. All re-entry decisions are contingent on space availability. All health status requirements must be current or updated.

Withdrawal from program base on:

A. Student who left the PTA program for non-academic reasons
   1. Has GPA > 2.0
   2. Has not been out of program for > 1 academic year
   3. Must petition program director for re-entry.

B. Student who left the PTA program for academic reasons and has only one WF or failure in a PTH course
   1. Has GPA > 2.0
   2. Has not been out of program for > 1 academic year
Must petition program director for re-entry.

C. Student who left the PTA program for academic reasons and has two WFs or failures in any level PTH course
   1. Not eligible for re-entry.
   2. May re-apply to the program.
   3. All PTA Program Acceptance Requirements must be met.

For re-entry, students must meet all program re-entry requirements.
1. Each request for re-entry will be considered as a unique situation, taking individual circumstances and merit into consideration. No precedent will be set by the decision of the faculty.
2. A student petitioning for re-entry must be able to rotate through the approved clinical sites. The clinical facility utilized by the TCL program has the authority to deny a student the privilege of rotating through their facility. Rejection of a student by a clinical facility may result in denial of petition for re-entry.
3. Any student who applies for re-entry will be required to validate knowledge and skills as a condition for re-entry. This will be accomplished through clinical skills competency testing and written testing.
4. A student is eligible for reentry to the PTA Program one time only.

Course Exam Procedures

The following guidelines are enforced during examinations given in the classroom.
1. Calculator may not be used. No electronic devices are allowed on the desk.
2. If a student must leave the room during a test, the test is turned in as complete prior to leaving. Students may not leave and return.
3. If a student wishes to speak with a proctor during an exam, he/she must raise his/her hand and wait for the proctor to approach. The proctor/faculty will not answer questions about the test while it is being administered.
4. Testing accommodations for students with learning disabilities can only be made based on written documentation from the TCL ADA Officer. It is the student’s responsibility to contact the ADA Officer (525-8219) to make an appointment for evaluation.
5. The proctor may institute additional testing procedures.
6. Students unable to attend a scheduled exam must notify the course coordinator prior to the exam administration. Students who arrive more than 10 minutes after an exam has started may not be allowed to take the exam and may receive a grade of 0.

Laboratory Practice

Many of the vital learning activities in the Physical Therapist Assistant Program will be conducted in the laboratory setting. In addition, review and practice time will be scheduled when requested. These sessions will be supervised by an on-site faculty member however the faculty member may not necessarily be in the lab during the entire review session. Rules regarding open lab sessions are as follows:
1. Students may not work alone in the laboratory.
2. Students are not allowed in the laboratory unless a faculty member is on-site.
3. Electrical equipment may not be used unless a faculty member is present in the lab.
4. Safety guidelines are to be followed at all times.
5. All equipment should be turned off, and the area cleaned after use.

Failure to comply with these rules may result in a student or students losing the privilege to utilize the laboratory without a faculty member present.

Program Expenses

Students are required to purchase the required text books for each course. Texts for professional courses (PTH prefix) will total approximately $700 for the entire program. Students may also be required
to purchase textbooks for general education courses. During the third, fourth, and fifth terms, students will be required to pay a fee for malpractice insurance.

**Graduation/Licensure Expenses**

The following items are expenses above and beyond tuition and books that students may expect to incur related to completing their program of choice

**Graduation:** Rental of cap and gown  
**Licensure:** PTA NPTE examination fee; State licensing fee  
**Miscellaneous:** If student chooses to complete an examination review course, related expenses may include registration fees and hotel fees for overnight stay during review course if applicable

**Physical Therapist Assistant Professionalism**

**American Physical Therapy Association (APTA)**

PTA students are encouraged to join the American Physical Therapy Association (APTA) as their first professional organization. The purpose of student involvement in the APTA is to assume responsibility for contributing to the profession of physical therapy in order to provide for the highest quality of health care and to aid in the development of his/her professional role and responsibilities as a healthcare provider.

**Guidelines for Professional Conduct**

Students are expected to follow professional standards of conduct when in the classroom, laboratory, and clinical settings. Guidelines for these standards are as follows:

- American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant. (See Appendix A)
- Policies and Procedures of the Division of Health Sciences and TCL.
- Policies and Procedures of the clinical facility (for clinical experiences and scheduled laboratory sessions within a clinical setting).

**Professional Conduct in Patient Care Environments**

When laboratory sessions are held in patient care environments, students are expected to present a neat, professional appearance and to comply with the dress code. Students demonstrating inappropriate behaviors in a patient care setting will be dismissed from the facility, undergo disciplinary procedures including possible dismissal from the program, and may be assessed grading penalties related to the behavior. During fulltime clinical experiences, students whose behavior does not conform to professional standards of conduct may be dismissed from the clinical setting. The student may be required to make-up clinical time missed under such circumstances at the convenience of the faculty and the clinical education site. A student whose behavior threatens or endangers the well being of the patient will be terminated from the course and a grade of “F” will be issued for the course.

**Personal Appearance**

Throughout the physical therapy program, the development of professional behaviors is emphasized. This includes professional appearance. Because guests (lecturers, patients/clients, family members, prospective students, and more) frequently visit our department and program at a variety of times, it is necessary to put forth a professional image. It is equally important that students be appropriately attired when attending off campus activities. Even though professional attire can vary significantly, the department views the following as a minimum standard for professional attire in courses/classes, lab sessions, and field trips. Appropriate attire during clinical education experiences is stated in the PTA Clinical Education Program section of this handbook.
Classroom and Field Trip Attire

Male students are to wear neutral colored slacks and a collared shirt with sleeves. Female students are to wear slacks, skirts or capri length pants with a conservative top. Walking shorts are permissible during summer months. Jeans and tank tops are not acceptable. Clothing should not be transparent or see-through in any way. In all cases and at all times, except during lab sessions, students must be able to sit/stand, reach overhead, squat, and reach to the floor or toward the feet without exposing skin at the belly, back, buttocks, or bust (the 4 B’s). Clothing with political, social, religious, or advertising statements that may be offensive to others may not be worn. Students must wear name tags when completing off-campus field trips.

Laboratory Attire

T-shirts and gym shorts with an elastic waist are required; those with sewn-in underwear are preferred. A sweatshirt or sweatpants may be worn over these if such clothing does not interfere with the laboratory activities. Clothing must allow access to various parts of the body during specified laboratory activities. Female students will thus wear a sports bra, bathing suit top or halter top under their shirt. Male students may be required to remove their shirt. Fingernails must be clean and no longer than ¼ inch in length to allow students to practice techniques for the provision of physical therapy without risking damage to the skin of their laboratory partner. Failure to comply with the dress code will result in dismissal from the lab, resulting in an unexcused absence.

Scents: Avoid use of cologne, scented lotions, or other scented products as patients/clients, peers, or others may have sensitivity and/or allergies.

PTA Laboratory

Laboratory Partners

In the clinical setting, students will treat a wide variety of patients. To help prepare students for this diversity in clinical practice, students will be required to practice laboratory activities with all classmates.

PTA laboratory sessions are designed to recreate the clinical setting. It is thus important that each student in the laboratory setting be afforded the same courtesy, dignity and respect that would be provided to a patient receiving professional services. Lab sessions addressing specific areas of anatomy will require that the associated body parts be exposed. It is the obligation of each student to provide proper positioning and draping for his or her laboratory partner.

Photographs

Photographs of classmates may be taken during lab sessions if they do not disrupt the class. Any photographs taken during lab are for personal viewing only and may not be posted on any internet sites or other media outlets without written permission of the program director and all persons included in the photograph. Posting of photographs without such permission is grounds for dismissal from the program.

PTA Clinical Education Program

Overview of the TCL Clinical Education Program

Fulltime clinical education experiences are an integral and vital part of preparing PTA students for clinical practice. Clinical education allows students to integrate theories from the basic and clinical sciences with the patient care. At the same time, students involved in clinical education refine didactic skills, acquire knowledge and develop professional values. When engaged in fulltime clinical education, PTA students work with experienced physical therapists and physical therapist assistants who act as clinical instructors. To assist clinical instructors in their vital role, the PTA Program at TCL has developed a Clinical Instructor
Manual that serves to guide the clinical education process. Copies of this manual are reviewed in pre-clinical education meetings prior to the onset of the fulltime clinical education experiences. Students are responsible for the information in the PTA Program Student Handbook. Please direct any questions regarding clinical education to the PTA Program’s Academic Coordinator of Clinical Education (ACCE).

The following is a listing of the Fulltime Clinical Education courses within the PTA curriculum:

- **PTH 252**: Clinical Practice 5 weeks, part-time Clinical Education (80 hours)
- **PTH 253**: Clinical Practice II 4 weeks, full-time Clinical Education (160 hours)
- **PTH 266**: Physical Therapy Practicum I 8 weeks, full-time Clinical Education (320 hours)

**Total Required Clinical Education Time:** 560 Hours

Specific dates for each clinical will be provided to students at the start of the appropriate semester

**Attendance**

In the event of unavoidable clinical absence, the student must comply with the following protocol:

1. Students are required to follow the “call-out” procedures of the clinical facility to which they are assigned.
2. In addition, the student must telephone the ACCE or another PTA academic faculty member no later than 8 am of the clinical day that will be missed.
3. Failure to follow these procedures will result in course failure. “No call, no show” during a clinical assignment is unprofessional conduct and the student will be withdrawn from the program.

In the event of missed clinical hours, students will be required to make-up clinical education time as deemed appropriate by the CI and the ACCE. TCL academic faculty encourage any missed clinical education hours to be made-up whenever possible. Make-up hours are scheduled at the convenience of the clinical site and must be approved in advance by the ACCE.

**Clinical Education Schedule**

Students are expected to attend all scheduled clinical education hours. The specific hours of each clinical education experience will be determined by the clinical instructor. For many clinical sites, scheduled hours will include weekend and evening hours. The clinical instructor has the final authority when determining a student’s schedule for clinical education.

**Assignment of Clinical Education Sites**

In order to provide students with varied and comprehensive clinical education experiences, various clinical sites within a wide geographical area are utilized as part of clinical education. Although clinical education sites are typically local, in some cases students must be placed outside the local area due to the availability of appropriate clinical slots. In such cases, the student will be responsible for all transportation and living arrangements during the clinical. The ACCE will assign students to clinical facilities based on site availability and curricular needs. Student preferences for clinical sites will be considered during the assignment process. This does not guarantee that a student will be assigned to a requested facility. The final determination of clinical assignments is made by the ACCE. Students are not permitted to negotiate with clinical sites for placement. Should a student wish to have a clinical site added to the listing of available clinical sites, the student should make such a request in writing to the ACCE.

Family members attending the PTA program will not be assigned to the same clinical environment. In addition, students will not be assigned to the same clinical environment in which themselves or a family member is employed.

The ACCE will provide the clinical sites with student assignments and applicable student information prior
to the scheduled start of a clinical education assignment. The student information packet will include the following items: a completed copy of the Student Data Sheet, student performance evaluation forms, a copy of the appropriate syllabus, pertinent health records, drug screen, CPR card and a completed background check.

**Conviction of a Crime**

Students in the PTA Program are required to have criminal background checks in order to complete clinical education assignments. Depending on the policies and procedures of the clinical site, conviction of a crime (other than a minor traffic violation) may make a student ineligible for scheduled clinical experiences. Students in the PTA program must be eligible to complete their clinical education at any available clinical education site.

**Clinical Site Visits by TCL PTA Faculty**

In addition to telephone communications, clinical site visits promote communication and interaction between the clinical education site and the TCL PTA Program. Clinical site visits can be made at anytime by the request of the clinical instructor, the CCCE or the student. For clinical sites within the TCL four-county service region, PTA faculty will make every effort to visit each student at least one time during each clinical education experience. Such visits will be scheduled at the convenience of the clinical facility. Faculty will document clinical site visits utilizing the Faculty Clinical Site Visit Form.

**Clinical Education Roles and Responsibilities**

Effective clinical education involves a cast of five key players: the patient, the student, the Clinical Instructor (CI), the Clinical Coordinator for Clinical Education (CCCE), and the Academic Coordinator of Clinical Education (ACCE). Each individual has responsibilities and obligations with regard to the delivery of appropriate patient care. The student, the CI, the CCCE and the ACCE, however also have responsibilities in preparing the student for ethical, legal, and safe entry-level patient care and professional skills. Integrating the responsibilities related to the student with those related to patient care can sometimes be a challenge for the CI. It is important to remember, however, that the CCCE and the ACCE have the responsibility to assist and support both the CI and the student such that both patient care and clinical education objectives can be successfully achieved.

The clinical education responsibilities of the ACCE, the CCCE, and the CI are quite involved and are listed as follows:

**The responsibilities of the ACCE are to:**

1. Establish relationships with clinical education sites and clinical education faculty.
2. Plan, implement and refine the clinical education components of the TCL PTA Program in collaboration with academic faculty, clinical education faculty, the TCL PTA Program’s Advisory Committee and students.
3. Facilitate communication between the clinical education sites and the TCL PTA Program before, during and after the clinical education experiences.
4. Maintain updated files related to each clinical education site including Clinical Site Information Forms (CSIF), Student Evaluations of the Clinical Education Experience and other pertinent information. (Memoranda of Agreement are maintained by the PTA Program Director)
5. Maintain updated student files related to clinical education including completed clinical performance evaluations, student information, student contact sheets and other necessary student information.
6. Facilitate problem-solving interventions during clinical education experiences as indicated.
7. Coordinate student clinical education site assignments.
8. Assign student grades for clinical education experiences based on the feedback provided from the clinical instructors through the clinical performance evaluations.
10. Assist in professional development activities for clinical education faculty.
11. Participate in professional development activities to further develop skills as an ACCE.
12. Assign the academic grade for all clinical education courses per the course syllabus and the
    Health Sciences Division policy.

The responsibilities of the CCCE are to:

1. Administer his/her facility’s clinical education program in accordance with the policies and
   procedures of the specific facility.
2. Coordinate student assignments at the clinical education site.
3. Select qualified clinical instructors for each student assignment.
4. Ensure that students are oriented to the individual facility.
5. Facilitate communication between the clinical education sites and the PTA Program before,
   during and after the clinical education experiences.
6. Ensure completion of the Clinical Site Information Form (CSIF).
7. Distribute to the clinical instructors information related to the PTA Program.
8. Support the professional development of clinical instructors.
9. Assist the clinical instructor in developing, planning and evaluating student activities and
   performance.
10. Immediately communicate to the ACCE any concerns regarding student performance or behavior.
11. Seek assistance from the ACCE as needed.
12. Participate in professional development activities to further develop skills as a CCCE.

The responsibilities of the Clinical Instructor are to:

1. Provide effective clinical instruction for the PTA student.
2. Demonstrate and model ethical, legal, and competent physical therapy practice patterns.
3. Provide orientation to students regarding the facility including relevant polices, procedures and
   safety measures within the first few days of the clinical education experience.
4. Work with the student to outline objectives for the clinical education experience.
5. Provide feedback regarding student performance and behavior in a regular and appropriate
   manner that maintains student privacy within the clinical setting.
6. Ensure student competence in new techniques learned at the clinical facility.
7. Ensure that patients and families are informed when students are involved in patient care.
8. Perform mid-term and final assessments of student performance and behavior utilizing forms
   provided by the TCL PTA Program.
9. Seek assistance from the CCCE and ACCE as needed.
10. Immediately communicate to the ACCE and CCCE any concerns regarding student performance
    or behavior.
11. Participate in professional development activities to further develop skills as a CI.

Of all the players in clinical education, it is the student who has the ultimate responsibility for insuring
the success of his/her own clinical education experience. Students must present themselves to the clinical
site each day ready and willing to learn. They must be open to constructive feedback and input from the
CI. They must conduct themselves in an appropriate and professional manner at all times and be willing
to stretch the limits of their abilities each and every day. They must also commit to preparing for each day
of the clinical experience through study and review outside of the clinic setting. Perhaps most
importantly, they must recognize that they are accountable for their own learning and development. In
addition to these factors,

The responsibilities of the student are to:

1. Complete all necessary academic requirements leading up to the clinical education experience.
   Students not meeting these requirements as outlined in the PTA and TCL Student Handbooks will
   not be permitted to enroll in clinical education courses.
2. Complete all necessary pre-clinical education requirements as outlined in the course syllabus, and the PTA, Health Sciences Division, and TCL Student Handbooks.

3. Actively participate in the clinical site selection process.

4. Contact the clinical site to which they are assigned at least four (4) weeks prior to the start of the clinical education experience. With this initial contact, students should introduce themselves and request information from the clinical site regarding the clinical schedule, dress code, etc.

5. Provide clinical sites with any required information including but not limited to contact information, immunization and health status, proof of insurance, etc.

6. Participate in Criminal Background Checks as required by the clinical site.

7. Participate in any alcohol or drug screening processes required by the clinical site.

8. Comply with all polices and procedures of the clinical site including those related to smoking, phone use, dress code, personal appearance and behavior standards.

9. Attend all scheduled clinical education experiences as directed by the CI including any weekend or evening hours as assigned by the clinical education site. Students must be on time for all clinical education experiences. Tardiness will not be tolerated.

10. Adhere to the ethical standards of practice and conduct as outlined by: the South Carolina Physical Therapy Practice Act, the American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (See Appendix A), Policies and Procedures of the Division of Health Sciences and TCL, and the policies and procedures of clinical facilities.

11. Participate openly and honestly in self-assessment activities.

12. Complete all required assignments and clinical evaluation forms per the course syllabus.

**Student Accountability**

During clinical education experiences, each student is a representative of the TCL PTA Program. As such, students must comply with all TCL and PTA Program policies when participating in clinical education. In addition, when students are at a clinical site, they are responsible for abiding by all policies and procedures of that clinical site.

**Student Use of Downtime**

Students will find that most of their time in a clinical facility is spent in direct patient care or in activities that relate directly to patient care, such as documentation. Should students find themselves in the position of having downtime while at a clinical site, they should offer their time to assist the clinical instructor or other members of the physical therapy department. Should a student’s assistance not be needed at that particular time, the student should engage in professional development activities such as reading a professional journal, learning about a specific intervention technique or condition, or if permitted, observing another rehabilitation professional at work. Students should not be making personal phone calls from the clinic, engaging in idle chatter while at the clinic or performing any other non-professional tasks (such as reading the paper, reading non-professional magazines, filing nails, etc) while at the clinical site.

**Student Dress Code and Personal Appearance**

When in the clinical setting, students’ apparel and grooming must conform to health, sanitation, and safety standards. Students thus must adhere to the following requirements unless otherwise directed by the faculty or clinical instructor:

1. The required clinic attire for students includes wearing student ID badge or other student ID badge as required by the clinical facility.

2. Students must have with them a black ink pen and a notebook.

3. If the clinical site does not provide a dress code, students will follow these guidelines: khaki, black or navy pants with a belt and a collared shirt with sleeves. Clothing should not be transparent or see-through in any way. Clothing must be clean and free of stains and wrinkles, and must be of a type that does not limit the ability to perform patient care activities. Shoes must be worn with socks and must have closed toes and flat heels. Rubber soles are recommended for comfort in the clinic. Hair must be maintained off the collar and away from the face. Ornate hair fasteners
are not appropriate. Students with a beard or mustache must keep it neat, clean and well trimmed. Fingernails must be clean and no longer than ¼ inch in length. Only clear or neutral colored nail polish is permitted and artificial nails of any type are not allowed. Jeans, mini-skirts, T-shirts, sandals are not acceptable clinical attire.

4. If the clinical site requires, students will comply with the clinical site policy of wearing scrubs.

5. Only the following items of jewelry are permitted: wedding bands, medical identification bracelets, and small, plain stud earrings in each ear; other visible forms of body jewelry may not be worn in the clinical setting. A watch with a second hand must be worn.

6. Tattoos and other forms of body art must be covered.

7. The close physical contact that is necessary in the clinic requires consistent attention to personal hygiene. To prevent offending patients or lab partners, students should use deodorant and maintain proper oral hygiene at all times.

8. Perfume or strong after-shave lotions are not appropriate in clinical settings.

9. Gum chewing and tobacco chewing are not permitted in clinical settings.

10. Failure to comply with the dress code will result in dismissal from the clinical area resulting in an unexcused absence.

11. Students may not use cell phones except during scheduled breaks.

**Evaluation of Student Clinical Performance**

For PTH 252, the CI will assess student clinical performance using the TCL PTH 252 Clinical Performance Tool. This tool focuses on assessment of basic data collection skills (goniometry, manual muscle testing, etc), application of select modalities, use of therapeutic exercise, and documentation as guided by the CI. For PTH 253 and PTH 266, student clinical performance is assessed by the Clinical Instructor as guided by the Physical Therapist Assistant Clinical Performance Instrument (PTA CPI). The American Physical Therapy Association (APTA) developed this document, which allows for an objective assessment of the student’s skills as performed at the clinical site. With the PTA CPI, the CI formally assesses student performance at the midpoint of the clinical experience and again on the conclusion of the clinical experience. In addition to these formal assessment periods, the PTA CPI can also serve as a tool to guide feedback sessions with students. The completed PTA CPI is returned to the PTA Program Academic Coordinator of Clinical Education (ACCE) for review. Clinical instructors should be familiar with the PTA CPI prior to using the tool with students. In-servicing regarding the PTA CPI can be scheduled by contacting the TCL PTA Program academic faculty.

In addition to the clinical performance tools completed by clinical instructors, all students are required to submit to the PTA Program ACCE any assignments regarding their clinical experiences utilizing a format provided. Students must complete and submit all required clinical education paperwork per the course syllabus.

**TCL Criteria for Clinical Site Selection**

Clinical education sites for the TCL PTA Program are selected according to the following criteria:

1. A written, up-to-date Memorandum of Agreement (MOA) is on file.
2. The clinical facility demonstrates value for the role of clinical education in preparing physical therapy professionals for entry-level, competent practice.
3. Professionals at the clinical facility desire to participate in the PTA clinical education program.
4. The clinical site is able to meet student and program objectives for clinical education.
5. The clinical site is able to provide an active, stimulating environment that is conducive to student learning.
6. The clinical site is located within the school’s geographical area. Clinical sites in other regions may be considered according to the educational or personal needs of the student.
7. The clinical facility engages in the safe, legal, and ethical practice of physical therapy.
8. The clinical facility employs an adequate number of physical therapists/ physical therapist assistants willing to serve as clinical instructors.
9. The facility has an adequate number and variety of patients available to ensure that student learning objectives are achieved.
10. The clinical facility has a designated CCCE responsible for coordinating assignments and activities for TCL PTA students.
11. The CCCE maintains an open dialogue with the TCL ACCE regarding clinical education issues, concerns or questions.
12. Staff members at the clinical facility engage in professional development activities to further develop personal and technical skills.

**TCL Criteria for Clinical Instructor Selection**

Clinical Instructors for the TCL PTA Program are chosen by the CCCE of a Clinical Education site based upon the following TCL criteria:

1. The CI must be a licensed physical therapist or physical therapist assistant.
2. The CI demonstrates a desire to participate in the PTA clinical education program.
3. Clinical instructors must have a minimum of one-year experience as a physical therapist or physical therapist assistant.
4. The CI engages in the safe, legal, and ethical practice of physical therapy.
5. The CI demonstrates effective clinical instruction skills.
6. The CI demonstrates effective communication skills.
7. The CI demonstrates the ability to effectively evaluate student performance.
8. The CI continually communicates with students regarding their clinical performance by providing students with information on their clinical skills, behaviors, professional conduct, etc.
9. The CI communicates with the ACCE and CCCE and will immediately communicate to the ACCE and CCCE any concerns regarding student performance or behavior.
10. The CI engages in professional development activities to further develop personal and technical skills. Each CI is encouraged to complete the Clinical Instructor Credentialing Program offered by the American Physical Therapy Association (APTA).

**Clinical Facility Occurrence or Incident Reports**

Should a TCL PTA student be involved in an incident that has potential professional liability or legal implications, the following procedures should be followed:

1. The student should immediately report the incident to his or her CI who will initiate the policies and procedures of the clinical education site with regard to such incidents.
2. The student must report the incident to the ACCE as soon as possible and provide the ACCE with written documentation related to the event. The TCL PTA Program academic faculty and the Health Sciences Division Dean will review the documentation.
3. Should a student receive any official document related to a compensable event, the student must immediately furnish a copy of the said document to the ACCE. The ACCE will provide copies of this document to the TCL PTA Program academic faculty and the Health Sciences Division Dean for review and necessary action regarding notification of the professional liability (malpractice insurance) carrier and other TCL personnel.

**Procedures for Discontinuing a Clinical Education Experience**

While it is the desire of the TCL faculty to work with the clinical site to remediate any issues or problems that occur in the clinic, it is sometimes necessary for a student to discontinue a clinical education experience. It is important that the following procedures be followed should a clinical education experience need to be discontinued:

1. If a student is unable to complete an assigned clinical education experience due to an unforeseen medical or significant family emergency, the student should contact the ACCE or other designated PTA Program faculty member immediately. The ACCE will work with the student and
the clinical site to develop an individualized plan by which the student can attend to the medical or significant family emergency and then return to complete the clinical education experience. In some cases, the student may be required to complete the clinical education experience at another clinical site. Students should be aware that all clinical education courses must be successfully completed in order to continue in the PTA curriculum.

2. If a Clinical Instructor identifies serious or major concerns regarding student performance, behavior or conduct, it is important the CI take the following steps:
   a. The CI or the CCCE must contact the ACCE immediately. This is especially important for concerns and issues related to “Red Flag” items on the PTA CPI (Items 1-5) which address safety, conduct, respect, ethics, and legal issues.
   b. The ACCE and the TCL PTA Program academic faculty will consult with the CI and the CCCE and if possible, develop a comprehensive remedial plan to address learning needs of the student. Should it be indicated, the Department Director or other designated supervisory/administrative personnel from the clinical site may be asked to participate in developing the remedial plan. The student will then be informed of the plan and will sign a learning contract related to the remedial plan. The PTA academic faculty will assist the CI and the ACCE in implementing the remedial plan up to and including working one-on-one with the student. The ACCE will also meet individually with the student and counsel the student regarding the performance issues. The ACCE will document the counseling session using the PTA Program’s Student Counseling Form.
   c. Should the Clinical Instructor, CCCE and the ACCE determine that the student must be removed from the clinical site or if the CI is unwilling to allow the student to continue at the clinical site, the TCL PTA Program academic faculty will meet to determine an appropriate plan of action and will present such a plan to the Division of Health Sciences’ Admission-Progression and Graduation (APG) Committee for consideration and approval.

3. If a student has concerns regarding the safe, ethical or legal practice of a CI or clinical site, the student must contact the ACCE immediately. The ACCE will then investigate the student’s concerns. The PTA academic faculty and the Health Sciences Division Dean in collaboration with the ACCE will determine a course of action that is in the best interest of the student, the program, and the clinical site. In the event that it is deemed necessary to remove that student from the clinical site, the student will be reassigned to an appropriate clinical site in a timely manner. PTA Program faculty and the Health Sciences Division Dean will determine the specifics of a reassignment.

Safety

For a complete overview of campus security procedures refer to the TCL Student Handbook which available online at www.tcl.edu.

**Laboratory Safety and Informed Consent**

The purpose of laboratory-based clinical training in PTA education is to allow students to develop safe and competent performance in administering physical therapy measurement and intervention procedures before applying these techniques to patients in a clinic. Students in the PTA program thus participate in a variety of educational activities that require them to role play as a “therapist” and as a “patient”. Activities include, but are not limited to: treating and being treated with physical modalities (heat, light, water, sound, etc.); participation in physical activities such as lifting, carrying, falling, using crutches and wheelchairs; forms of physical exertion. Although carried out as a part of the typical coursework in a PTA program, participation in these activities may involve some degree of risk. It is the responsibility of each student to exercise common sense and judgment while engaged in learning activities. If for any reason a student is uncomfortable regarding the safety of an activity, it is the responsibility of that student to consult with an instructor prior to engaging in the activity. Students must sign the Laboratory Consent
Form prior to participating in laboratory activities. A copy of this form is included in Appendix B of this handbook.

All laboratory equipment used for skill development must be used under the supervision, or with the approval of, PTA faculty members. PTA faculty members will check equipment safety prior to use in scheduled laboratory sessions. All equipment is to be inspected and necessary calibration performed on an as-needed basis (annually at minimum). All relevant operating instructions will be kept in the Equipment File.

The PTA Program maintains accessible Material Safety Data Sheets (MSDS) for all chemicals used within laboratory sessions. The MSDS is reviewed and up-dated annually.

**General Safety Rules**

1. Students should be aware of evacuation procedures and the location of fire extinguishers.
2. Hazardous conditions, broken equipment and defective tools should be reported to the instructor, the PTA Program Director, or the Division’s Administrative Assistant.
4. Never use chairs, carts, tables, counters, boxes, or other substitutes for ladders or work platforms.
5. Obtain operating instructions for all unfamiliar equipment. After use, put all equipment back in the proper place. Disconnect all electrical cords by grasping the plug and carefully disengaging.
6. Wipe up all spills immediately, regardless of who caused the spill. If unable to completely clean up the spill or if the floor remains slick after cleaning up the spill, report the area to the Division’s Administrative Assistant. She will then contact the appropriate personnel for the clean up.
7. The use of alcoholic beverages, narcotic drugs, or derivatives thereof on College property or at a college function is strictly prohibited.
8. If students are uncertain about any situation, they should consult with a faculty member before proceeding with an activity.

**Serious Injury or Illness Procedures**

In the event of a serious injury or illness requiring immediate, emergency medical attention while on campus, activate the Emergency system by dialing 9-911 from any College phone. After contacting 911, report the incident to Campus Security at 986-6971 or 812-4115. Please remember to dial 9 in order to obtain an outside line. If appropriate and the student has the background and training required, students should provide emergency first aid following universal precautions in handling body fluids including wearing of gloves and disposing of supplies properly. A small first aid kit is located in the Division’s Main Office on the first floor of the Health Sciences Building. Please refer to the TCL Student Handbook related to further requirements regarding accident reporting.

**Physical Plant/Building Problems**

For any building or physical plant problem, notify the Division’s Administrative Assistant and she will notify the appropriate personnel. This would include plumbing problems, spills, blown fuses or other electrical problems, heating/air conditioning malfunctioning, and ventilation problems.

**Safety Procedures at Clinical Education Sites**

When attending a scheduled clinical education experience or a field trip at a clinical site, students should follow the fire and other safety procedures of each clinical site. Such procedures will be reviewed with the student as part of the student orientation process. In the event of an emergency during a clinical education experience, the clinical facility will provide access to health care services through the facility’s emergency room or through the 911 system. In the event that a student requires health care services, the student assumes all financial responsibility for those services.
Appendix A

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 healthcare 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 healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

6C. Physical therapist assistants shall support practice environments that support career development and life-long learning.
Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

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

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

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

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

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

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of healthcare resources by collaborating with physical therapists in order to avoid over-utilization or under-utilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.
Appendix B

Technical College of the Lowcountry
Physical Therapist Assistant Program
Student Consent Form

Name________________________________________________________________
(Please Print)

Phone________________________________________________________________

Address________________________________________________________________

Student ID #___________________________________________________________

As a student in the Physical Therapist Assistant (PTA) Program, you will be participating in a variety of educational activities including, but not limited to, treating and being treated with physical modalities (heat, light, water, sound, etc.); participation in physical activities such as lifting, carrying, falling, using crutches and wheelchairs; and other forms of physical exertion. Although carried out as a part of normal coursework in the PTA program, participation in these activities may involve some degree of risk. It is each student’s responsibility to exercise common sense and judgment while engaged in learning activities. If you are for any reason uncomfortable regarding the safety of an activity, you are expected to consult with an Instructor prior to engaging in that activity.

I certify that I have read the above, and understand the hazards to be faced by program participants. Notwithstanding said dangers, I freely and voluntarily accept such risks involved in such activities, and agree to hold Technical College of the Lowcountry and all of their officers, staff, and faculty free from liability in the event I suffer either personal or property injury or damage, because of, or in the course of, participating in program activities.

____________________________________________________________________
Signature (in ink) Date
Appendix C

PTA Program Specific Statistics

<table>
<thead>
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<th>Class of</th>
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<th>Graduation Rate</th>
<th>NPTE Pass Rate</th>
<th>Employment Rate</th>
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