

Physical Therapist Assistant



Clinical Education Handbook 2022-2024

December 21, 2021

Revisions History: NA

Illinois Eastern Community College District No. 529 does not discriminate on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category. For more information on IECC's Nondiscrimination policy [click here](#).

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Wabash Valley College PTA Clinical Handbook

Welcome

The PTA Clinical Handbook is intended to aid students, Clinical Instructors, faculty, and staff of WVC who will be monitoring students in the clinical Agency.

Clinical education is a crucial component of the physical therapist assistant curriculum. It allows the student to fully integrate the skills learned during didactic and laboratory college courses.

Please familiarize yourself with the information throughout the PTA Program Clinical Education Handbook. Students will be expected to follow the policies outlined in this manual as well as the policies outlined in the Student Handbook.

Questions or concerns regarding any item related to the Physical Therapist Assistant Clinical Education should be directed to:

Kinsey Whitaker PT, DPT, GCS

Academic Coordinator for Clinical Education

Email: whitakerk@iecc.edu

Phone: (618)263-5107 Fax: (618)262-7541

Address:

WVC PTA Program

2200 College Drive

Mt. Carmel, IL 62863

Commission on Accreditation in Physical Therapy Education (CAPTE)

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective August 16,2022, Wabash Valley College Physical Therapist Assistant Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (618) 263-5548 or email hoipkemierl@iecc.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

DISABILITIES SERVICES:

IECC is committed to maintaining an inclusive and accessible environment in compliance with the Americans with Disabilities Act (ADA) of 1990, its amendments, and Section 504 of the Rehabilitation Act of 1973, as amended.

Support is available in the form of accessible facilities, individualized plans, and reasonable accommodations to students who meet the requirements of a person with a disability. A disability requiring additional staff or funding, contractual arrangements through an outside vendor, or structural modifications (such as adaptive or assistive technology) may require several weeks to be arranged. To receive appropriate accommodations in your classes, please see the guidelines that follow. (Additional information, including the list of ADA Coordinators, can be found in the [Americans with Disabilities Act Procedure](#).)

Guidelines for Requesting Reasonable Accommodations

1. Contact the ADA Coordinator at your college as soon as possible to begin the process – See contact information below (or click on your college/perspective college below.)
2. Complete a [Student Request for Accommodations form](#) and submit to the ADA Coordinator, along with the required supporting documentation which must:

Be on typed or printed on official letterhead;

Clearly state the diagnosed disability;

Describe the functional limitations resulting from the disability;

Be signed and dated by an evaluator qualified to make the diagnosis (include NPI number and license number of certification and area of specialization);

Be current (within five years for learning disabilities and one year for psychiatric disabilities (unless of a permanent nature));

Include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested; and

Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability.

After the Request is Approved

The ADA Coordinator determines if the request can be granted and will advise you within 7 days. Every effort will be made to honor a request for a reasonable accommodation unless it is determined that doing so would pose an undue hardship or fundamentally alter the operations of the institution.

A comprehensive plan is developed;

An Accommodation Letter is prepared on your behalf and you are responsible for providing it to applicable faculty/staff;

Faculty/staff will provide the approved accommodations;

You can expect accommodations to be implemented in an effective and timely manner; if not, you should contact the ADA Coordinator as soon as possible.

Subsequent Semester Expectations

You must meet with the ADA Coordinator every semester for which you require accommodations. Contact should be made at the earliest date possible prior to the beginning of the semester.

You must secure and distribute an Accommodation Letter every semester to ensure accommodations are available as needed.

Contact your ADA Coordinator for Assistance

QUESTIONS

Questions regarding the IECC ADA Policy and/or the American with Disabilities Act should be directed to the District ADA Coordinator:

Libby McVicker
Title IX/District ADA Coordinator
Illinois Eastern Community Colleges
320 East North Avenue
Noble, IL 62868
Ph: 618-393-3491

APPEALS AND GRIEVANCES

The Americans with Disabilities Act Procedure describes the process for appealing a denied request for reasonable accommodations. Students who believe IECC has not met its obligations under the ADA should refer to IECC's [Policy to Address a Complaint \(100.16\)](#).

Nondiscrimination

Illinois Eastern Community College District No. 529 is committed to the most fundamental principles of human dignity, equality of opportunity, and academic freedom. Decisions involving students and employees are based on individual merit and free from discrimination or harassment in any form.

IECC operates pursuant to all applicable state and federal laws relating to equal educational opportunity and affirmative action, including but not limited to Executive Orders 11246 and 11375 as amended, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Human Rights Act of 1977, Section 503/504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Readjustment Act of 1974, the Americans with Disabilities Act of 1990, the Genetic Information Nondiscrimination Act of 2008, and the Illinois Human Rights Act.

Illinois Eastern Community College District No. 529 does not discriminate on the basis of race, color, sex, pregnancy, gender identity, sexual orientation, age, marital status, parental status, religious affiliation, veteran status, national origin, ancestry, order of protection status, conviction record, physical or mental disability, genetic information, or any other protected category.

The IECC Nondiscrimination policy is applicable to educational programs and offerings, activities, and services provided or operated by IECC. Additionally, this policy applies to all conditions of employment, including but not limited to hiring, placement, promotion, transfer, demotion, selection, recruitment, employment, advertising, layoff and termination, and compensation.

Retaliation against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful discriminatory practice is prohibited.

Reporting and Processing Complaints

Students and employees are encouraged to resolve grievances through informal methods. However, if either party, the complainant, or respondent, is dissatisfied with the informal process, he or she may file a formal complaint with the designated Compliance Coordinator at any point.

When the Compliance Coordinator receives a complaint, the following steps will be taken.

Step 1. The Compliance Coordinator shall review the report and coordinate the Civil Rights Investigator to investigate the alleged conduct violation through prompt and fair measures. The Civil Rights Investigator is defined as the Program Director of Grants and Compliance (or designee) for employee grievances and the Director of Human Resources (or designee) for student grievances.

Step 2. Within 10 business days of receipt of a complaint by the Compliance Coordinator, the complainant and respondent will be notified in writing of the following:

- The name of the respondent;
- The name of the complainant (unless determined to honor a request by the complainant to remain confidential);
- The date(s) of the alleged discrimination;
- A brief description of the allegation, including how the nondiscrimination policy was violated;
- The identity of the individual(s) with authority to make a finding or impose a sanction prior to any contact from the individuals; and
- The investigatory process that will follow.

Step 3. Investigations shall include a review of involved parties' testimonies, an equal opportunity for interview and response, witness interviews, and any other pertinent information to the case. The clear and convincing evidence standard shall be used to determine the outcome of the allegation.

Step 4. At the conclusion of the investigation, the Civil Rights Investigator will prepare a thorough report outlining:

- The complaint;
- The investigation conducted and all relevant evidence obtained;
- The investigator's conclusions with an explanation of reasoning and/or support for such conclusions; and
- The recommendations for sanctions or other remedial action, as appropriate.

The report will be submitted to the Compliance Coordinator within 7 business days of the conclusion of the investigation.

Step 5. The Compliance Coordinator shall review the investigator's report to determine if the alleged discrimination violated the Nondiscrimination Policy.

Step 6. Within seven business days after receipt of the investigator's report, the Compliance Coordinator shall prepare a written Notice of Decision supporting the decision and deliver it to both parties simultaneously. The Notice of Decision shall contain:

- The identity of who is issuing the decision;
- Notice of the finding of whether the alleged conduct occurred;
- Any individual remedies for the complainant;
- Notice of any sanctions imposed;
- Steps to eliminate the discrimination from recurrence; and
- Process to file an appeal of decision.

Generally, the investigation will conclude within 60 calendar days, unless the allegations are complex or other factors delay the investigative process. In the event of delay, the Compliance Coordinator will notify the complainant and respondent of an extended investigation.

Appeal Process

Individuals who wish to appeal the decision administered by the Compliance Coordinator at the conclusion of a formal investigation, must submit a written request for appeal to the Compliance Coordinator within 10 business days after the Notice of Decision has been sent. In the event of no appeal, the Notice of Decision is final.

The appeal request must be made on the basis of one or more of the following reasons:

1. Procedural error was committed.
2. Evidence not offered during the investigation is now available. In such cases, the new evidence must be described in the written request.
3. The sanction imposed is lenient, excessive or otherwise inappropriate.

The Compliance Coordinator shall review the report and coordinate the Appeal Authority. The Appeal Authority is defined as the Chancellor for employee grievances and the Associate Dean of Admissions and Records for student grievances. The Appeal Authority shall review the original case, gather additional evidence as necessary, and provide an equal opportunity for interview and response to all parties involved. The Appeal Authority shall determine the outcome of the allegation within a reasonable time from the date of appeal.

The Appeal Authority shall render a written Notice of Decision to the respondent and complainant, within 10 days of the conclusion of investigation. The Notice of Decision shall include the decision, the sanctions imposed (if applicable), an opportunity to schedule a meeting to discuss the report, and a brief explanation of the investigation.

If the Appeal Authority determines that there has not been a policy violation, IECC will repeal any invoked sanctions.

If the Appeal Authority determines that there has been a policy violation, the decision is final.

Compliance Coordinators

Student inquiries and complaints should be directed to:

Libby McVicker
Program Director of Grants and Compliance
Illinois Eastern Community Colleges
320 East North Avenue
Noble, IL 62868
Ph. 618-393-3491
mcvickero@iecc.edu

Employee inquiries and complaints should be directed to:

Andrea McDowell
Director of Human Resources
Illinois Eastern Community Colleges
233 East Chestnut Street
Olney, IL 62450-2298
Ph: 618-393-2982
mcdowella4@iecc.edu

Illinois Eastern Community College is an Equal Access/Equal Opportunity Affirmative Action Institution.

Inquiries may also be made directly to the U. S. Department of Education, Office for Civil Rights:

Office for Civil Rights, Chicago Office
U.S. Department of Education
Citigroup Center
500 W. Madison St., Suite 1475
Chicago, IL 60661-4544
312-730-1560
OCR.Chicago@ed.gov

Related Policies & Procedures

Consult the following policies which are specific to the form of discrimination or harassment for which they address:

[100.12 Americans with Disabilities Act](#)

[100.31 Preventing Sexual Misconduct](#)

Program Philosophy:

Wabash Valley College's Physical Therapist Assistant Program follows IECC's mission "to deliver exceptional education and services to improve the lives of our students and to strengthen our communities." The philosophy of this program is to train and equip students to practice in the community upholding the APTA code of ethics and values to further the vision of the profession and the healthcare of the community.

The program's curriculum is based on Kolb's experiential learning style and problem-based learning. Each course will guide the student in a part of the physical therapist assistant role of implementing treatment plans, identifying patient's responses, and inter-collaboration with the healthcare team. The course map is set up so that each semester courses builds on the previous and continues to expand the knowledge, psychomotor skill, and behavior of the PTA student. There is a set of competencies that must be met prior to advancing to the

clinical rotations and graduation from the program. The student will have the opportunity to learn in the classroom, lab, and clinical setting to develop his or her knowledge base, skills, and behaviors to prepare them for an entry-level clinician upon passing the licensure exam.

The faculty, adjunct instructors, and clinical educators play a vital role in facilitating the student's learning and skill development. They also function as a role model to the student in the physical therapy profession through current evidence-based practice, professional development, and active membership and participation in professional organizations.

Clinical Education Student Outcomes

PTA 1211

Upon completion of this course the student will:

1. Demonstrate effective and culturally sensitive various forms of communication skills with patients/clients, caregivers, team members and other health care providers. **7D7, 7D8, 7D11, 7D12, 7D27**
2. Adhere to federal and state legal and ethical practice standards, as well as facility practice guidelines regulating PT practice while utilizing behavior adherent with APTA Guide of the Physical Therapist Assistant, Standards of Ethical Conduct, and Values Based Behaviors for the Physical Therapist Assistant. **7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D25**
3. Demonstrate professional behaviors in interactions with patients, caregivers and other health care providers. **7D5, 5D7, 7D11, 7D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24, 7D25**
4. Demonstrate entry-level performance in required clinical skills (see Table on page 5 of syllabus) as defined in the Physical Therapist Assistant: Review of health records, monitor and adjust interventions, Manual and Assessment of Clinical Skills (PTA MACS) including data collection, treatment implementation, communication, and treatment modification for patients with various diagnoses within the plan of care under the direction and supervision of the physical therapist. **7D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24**
5. Complete accurate and timely chart audits and documentation that complies with federal and state regulations, professional guidelines, and facility requirements using the International Classification of Functioning, Disability, and Health (ICF). **7D16, D25, 7D29**

PTA 2249

Upon completion of this course the student will:

1. Demonstrate effective and culturally sensitive various forms of communication skills with patients/clients, caregivers, team members and other health care providers. **7D7, 7D8, 7D11, 7D12, 7D27**
2. Adhere to federal and state legal and ethical practice standards, as well as facility practice guidelines regulating PT practice while utilizing behavior adherent with APTA Guide of the Physical Therapist Assistant, Standards of Ethical Conduct, and Values Based Behaviors for the Physical Therapist Assistant. **7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D25**

3. Demonstrate professional behaviors in interactions with patients, caregivers and other health care providers. **7D5, 5D7, 7D117D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24, 7D25**
4. Demonstrate advanced performance in required clinical skills (see Table on page 5 of syllabus) as defined in the Physical Therapist Assistant: Review of health records, monitor and adjust interventions, Manual and Assessment of Clinical Skills (PTA MACS) including data collection, treatment implementation, communication, and treatment modification for patients with various diagnoses within the plan of care under the direction and supervision of the physical therapist. **7D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24**
5. Complete accurate and timely chart audits and documentation that complies with federal and state regulations, professional guidelines, and facility requirements using the International Classification of Functioning, Disability, and Health (ICF). **7D16, D25, 7D29**

PTA 2250

Upon completion of this course the student will:

Student Learning Outcomes

1. Demonstrate effective and culturally sensitive various forms of communication skills with patients/clients, caregivers, team members and other health care providers. **7D7, 7D8, 7D11, 7D12, 7D27**
2. Adhere to federal and state legal and ethical practice standards, as well as facility practice guidelines regulating PT practice while utilizing behavior adherent with APTA Guide of the Physical Therapist Assistant, Standards of Ethical Conduct, and Values Based Behaviors for the Physical Therapist Assistant. **7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D25**
3. Demonstrate professional behaviors in interactions with patients, caregivers and other health care providers. **7D5, 5D7, 7D117D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24, 7D25**
4. Demonstrate entry-level performance in required clinical skills (see Table on page 5 of syllabus) as defined in the Physical Therapist Assistant: Review of health records, monitor and adjust interventions, Manual and Assessment of Clinical Skills (PTA MACS) including data collection, treatment implementation, communication, and treatment modification for patients with various diagnoses within the plan of care under the direction and supervision of the physical therapist. **7D9, 7D11, 7D17, 7D18, 7D19, 7D20, 7D21, 7D22, 7D23, 7D24**
5. Complete accurate and timely chart audits and documentation that complies with federal and state regulations, professional guidelines, and facility requirements using the International Classification of Functioning, Disability, and Health (ICF). **7D16, D25, 7D29**

Clinical Affiliation Agencies

The PTA program at Wabash Valley College includes 640 hours of clinical education. We are appreciative of the following facilities for cooperating in the education of our physical therapist assistant students. Please note this list is subject to change.

<u>AGENCY</u>	<u>CITY</u>	<u>ST</u>	<u>Notes:</u>
<u>Clay County Hospital</u>	<u>Flora</u>	<u>IL</u>	
<u>Clay/Effingham County Health Department</u>			
<u>Crawford Memorial Hospital</u>	<u>Robinson</u>	<u>IL</u>	
<u>Daviess Community Hospital</u>	<u>Washington</u>	<u>IN</u>	
<u>Deaconess Hospital – (Progressive Health)</u>	<u>Evansville</u>	<u>IN</u>	
<u>Deaconess Gibson</u>	<u>Princeton</u>	<u>IN</u>	
<u>Fairfield Memorial</u>	<u>Fairfield</u>	<u>IL</u>	
<u>Lawrence County Memorial Hospital</u>	<u>Lawrenceville</u>	<u>IL</u>	
<u>Gibson General Hospital (Star-One Rehab of Gibson General Hospital)</u>	<u>Princeton</u>	<u>In</u>	
<u>Good Samaritan Hospital</u>	<u>Vincennes</u>	<u>IN</u>	
<u>Encompass Health Deaconess Rehab</u>	<u>Newburgh</u>	<u>IN</u>	
<u>Hamilton Memorial Hospital District</u>	<u>Mccleansboro</u>	<u>IL</u>	
<u>HTS Glenburn</u>	<u>Linton</u>	<u>IN</u>	
<u>HTS Good Samaritan Home</u>	<u>Evansville</u>	<u>IN</u>	
<u>HTS Bethel Manor</u>	<u>Newburgh?</u>	<u>IN</u>	
<u>Joyner Therapy Services</u>	<u>Carmi</u>	<u>IL</u>	
<u>Progressive Health Rehabilitation</u>			
<u>Pro Rehab at Wellborn Clinic</u>			
<u>Pro Rehab-Evansville</u>			
<u>Pro Rehab-Newburgh</u>			
<u>Pro Rehab-Vincennes</u>			
<u>Progressive Health of Indiana Services (Deaconess Hospital)</u>			
<u>Rehab for Life</u>			
<u>Carle Richland Memorial Hospital</u>			

	<u>Rockport</u>	<u>IN</u>	
<u>St. Anthony's Memorial Hospital</u>	<u>Evansville</u>	<u>IN</u>	
	<u>Newburgh</u>	<u>IN</u>	
	<u>Vincennes</u>	<u>IN</u>	
<u>Ascension St. Vincent St. Mary's Medical Center</u>	<u>Evansville</u>	<u>IN</u>	
<u>WOVSED - Special Ed Co-op (peds)</u>	<u>Olney</u>	<u>IL</u>	
<u>Wabash General Hospital</u>			
	<u>Effingham</u>	<u>IL</u>	
<u>St. Mary's Medical Center</u>	<u>Evansville</u>	<u>IN</u>	

Responsibilities of the Academic Coordinator of Clinical Education (ACCE)

One member of the PTA faculty is responsible for coordinating the clinical education portion of the curriculum. The ACCE works directly with other program faculty, clinical faculty, and students to provide quality learning experiences which will help the student develop his or her clinical skills.

The ACCE is responsible for the following tasks:

1. Approve use of clinical agencies.
2. Coordinate and provide clinical instructor development.
3. Assess student readiness for clinical experience.
4. Coordination and assignment of clinical sites for student education.
5. Review and update clinical affiliation agreements in coordination with the department's secretary.
6. Assure that students are provided a copy of current syllabi. Syllabi will be made available to clinical instructors upon their request.
7. Provide clinical education packets to students and clinical instructors.
8. Contact clinical agencies to determine the number of clinical education positions available for students for clinical education.
9. Schedule clinical agency visits.

10. Serve as a resource for students, faculty, and clinical educators.
11. Confer with students and clinical instructors regarding student progress in the clinical education setting.
12. Assess students' clinical education performance based on the guidelines for each clinical syllabus.
13. Secure new clinical agencies as needed.
14. Ensure CPR certification and immunization records are accurate and on file.
15. Assign final grades for each clinical experience utilizing input from clinical instructors.

Assure that students are assigned to clinical agencies with clinical agreements in good standing.

Responsibilities of the Clinical Instructor (CI)

All clinical agencies should have a clinical supervisor that will be charged with the supervision of students affiliating at their facility. This person must be a physical therapist or physical therapist assistant. Responsibilities of the CI are to assist the student in achieving the appropriate clinical education objectives, including the following.

1. Provide student with appropriate facility information prior to affiliation period.
2. Inform/introduce student to his/her immediate supervisor.
3. Schedule a formal on-site orientation to include appropriate introductions, hospital geography and review of hospital/department policies and procedures. An orientation checklist will be provided to the clinical instructor in the students' clinical education packet.
4. Review Wabash Valley College's Clinical Manual to be familiar with students' academic exposure and expected competency level.
5. Discuss your expectations of the student.
6. Determine which areas of treatment exposure would be most beneficial to the student, i.e., does he/she require more exposure to therapeutic exercise than to modalities.
7. Offer the student exposure to other departments such as Occupational Therapy, Rehabilitative Nursing, Speech Therapy, etc.
8. Review new or unusual equipment and/or procedures with student.
9. Ensure that student is provided with responsible, on-going supervision and direction.
10. Complete formal evaluation conference at mid-point and completion of clinical affiliation with appropriate forms completed and returned to the ACCE.
11. Return completed evaluation form to the College within one week of clinical affiliation.

12. Make every effort to offer the student a clinical experience, in which he/she will perceive as both personally and professionally rewarding.
13. Assume ultimate care for the patient.
14. Ensure that the PTA student introduces themselves as a “student” to the patient.
15. Inform the patient of his/her right to refuse treatment by a student without any type of consequences.
16. Report any public complaints or concerns regarding the PTA Program and/ or a PTA student to the Wabash Valley College PTA Program Director.

Responsibilities of the Site Coordinator of Clinical Education (SCCE)

1. Coordinate and schedule clinical experiences in coordination with the ACCE of the Wabash Valley College PTA Program.
2. Provide orientation materials on the day of student arrival.
3. Assigns a clinical instructor (CI) to the PTA student.
4. Serve as a resource for the CI for establishing goals and objectives, arranging learning experiences, and evaluating student performance.
5. Keep the CI informed of pertinent information regarding the WVC PTA Program, including providing the CI with the clinical packet provided by Wabash Valley College.
6. Monitor the supervision and learning experiences of the PTA students, while keeping in contact with the CI.
7. Notify PTA Director at Wabash Valley College of any complaints that involve the PTA Program, including concerns with student progress.
8. Program Information and Expectations.

Clinical Affiliation Agreements

Students will only be assigned to clinical agencies that have a current clinical affiliation agreement on file. These agreements will be reviewed on an average of every two years by the ACCE and/or the department secretary to ensure that the agreement is not expired. The agreement must contain the signature of the appropriate personnel from Wabash Valley College and the Clinical Agency.

Arrangement of Clinical Assignment:

The ACCE will contact clinical agencies via mail approximately six to twelve months in advance to determine the number of agencies willing to participate with any clinical rotation. Agencies that confirm they are willing to participate with the clinical rotation necessary will be notified via mail with the student(s) assigned to their agency for a particular date. Students will be asked for location preferences and the ACCE will strive to accommodate requests; however, students should expect to be assigned to any clinical agency in which the program participates. Students may be required to travel to clinical agencies that require a 2-hour drive (one way). Students are not permitted to arrange their own clinical assignment or contact clinical agencies regarding clinical placement. Students are expected to attend clinical as assigned by the ACCE. Students that do not attend clinical as assigned (including the assigned dates) will be dismissed from the PTA Program.

Clinical Site Visitation by the ACCE:

Each student will receive a minimum of one on- site clinical visit by the ACCE while in the PTA Program. Additional visits may be scheduled if deemed necessary by the ACCE. The ACCE will schedule clinical site visits in coordination with the CI and /or SCCE.

Criteria for selection of CI and clinical agencies:

1. The clinical agency's clinical philosophy is compatible with the WVC PTA Program philosophy.
2. The clinical agency is able to meet the objectives of the PTA Program.
3. The staff of the clinical agency practices with legal and ethical responsibility.
4. The clinical agency has appropriate administrative support for the education of PTA students.
5. The clinical agency has a variety of learning opportunities in an appropriate setting that are made available to students.
6. There is adequate physical therapy staff to accommodate the learning needs of the PTA student.
7. The clinical agency employs a minimum of one full-time physical therapist who is able to provide on-site supervision.
8. The clinical agency adheres to Federal law regarding equal opportunity and non-discrimination laws.

Criteria for selection of a CI will include the following:

1. The CI will be a PTA or a PT that graduated from an accredited program and has licensure in the state where applicable.
2. The CI has a minimum of one year of experience in the clinical setting.
3. The CI performs in a professional, ethical, and competent manner.
4. The CI demonstrates effective communication and instructional skills.
5. The CI demonstrates adequate skills in the ability to evaluate and supervise PTA students.

Evaluation of Student Progress:

PTA 1211, 2249, 2250 Paperwork Requirements:

Check grade scale in clinical syllabus

Item:	Due Date:	Points possible:	Points deducted if late:	Points if not completed:	Weighted Total:
Completion of Facility's orientation process prior to first day including verification of CPR, PPD, titers, Vaccinations, Criminal History, Drug Screen, Other	As determined by the clinical agency	10	-5 if ACCE is contacted by student to supply forms/information	0	10%

Goals and Expectations Form	Friday of Week 1	5	-3	0	5%
Orientation Check List	Friday of Week 1	5	-3	0	5%
Weekly Emails	Friday of Weeks 1-6	6 @ 5 points each=30	-3 for each late email	0	30%
Student Midterm Report	Monday of Week 4	5	-3	0	5%
CI Midterm Report	Monday of Week 4	5	-3	0	5%
Final PTA MACS	Within 1 week of final clinical day	15	-5	0	15%
Portfolio	Within 1 week of final clinical day	20	-10	0	20%
Clinical Site Evaluation	Within 1 week of final clinical day	5	-3	0	5%
Total Points Possible		100			

Minimal Course Requirements using the Physical Therapist Assessment Manual for the Assessment of Clinical Skills (PTA MACS):

The PT MACS will be used by your clinical instructor to assess your clinical performance. You will assess your own performance using the PTA MACS. You will be given an orientation on the use of this tool by the ACCE prior to your first clinical experience.

Upon completion of PTA 1211 Clinical Education I, it is expected that the student will have achieved the following minimal expectations using the PTA MACS as rated by the student's CI:

1. Achieve Beginners or Advanced Beginners Level as deemed by achieving "Entry Level or Needs Experience" performance on all selected items on the web-based PTA MACS by the end of the four weeks.
2. No significant concerns in selected criteria
3. CI comments provide objective information to quantify rating as appropriate

Upon completion of PTA 2249 Clinical Education II, it is expected that the student will have achieved the following minimal expectations using the PTA MACS Assessment Tool as rated by the student's CI:

1. Achieve Intermediate Level as deemed by achieving "Entry Level or Needs Experience" performance on all selected items on the web-based PTA MACS by the end of the six weeks.
2. No significant concerns in selected criteria.

3. CI comments provide objective information to quantify ranking as appropriate

Upon completion of PTA 2250 Clinical Education III, it is expected that the student will have achieved the following minimal expectations using the PTA MACS as rated by the student's CI:

1. Achieve Entry-level performance as deemed by achieving "Entry Level or Beyond Entry Level" performance on all selected items on web-based PTA MACS.
2. No significant concerns in selected criteria
3. CI comments provide objective information to quantify ranking

Criteria for Grading for PTA 1211, 2249, 2250:

A: Obtain the minimal PTA MACS course requirement + receive 92% of the possible points for required paperwork

B: Obtain the minimal PTA MACS course requirements + receive 85% of the possible points for required paperwork

C: Obtain the minimal PTA MACS course requirements + receive 78% of the possible points for required paperwork

D:

i. Obtain the minimal PTA MACS course requirements and receive 70-77% of the possible points for required paperwork

ii. Obtain below the minimal PTA MACS course requirements and 70-100% of the possible points required for paperwork

F:

i. Obtain the minimal PTA MACS course requirements and receive 0-69% of the possible points for required paperwork

ii. Obtain below the minimal PTA MACS course requirements and receive 0-69%% of the possible points for required paperwork

Visual Representation of Grade Calculation:

Grade:	PTA MACS met (+) /not met (-)	Points from Paperwork
A	PTA MACS met (+)	92 and above
B	PTA MACS met (+)	85 and above
C	PTA MACS met (+)	78 and above
D	- PTA MACS not met (-)	70-100
D	PTA MACS met (+)	70-77
F	PTA MACS met (+) or unmet (-)	0-69

Students will be evaluated by their respective CI, who will present the final evaluative report to both the student and the ACCE. The evaluative process is expected to be an on-going one, with the student and his/her CI meeting on a regular basis to discuss the student's actions and reactions to the clinical environment. The ACCE will be in close communication with both the student and the CI via clinical visits and/or telephone communications.

Upon completion of the clinical period, the student will be assigned a letter grade by the ACCE. If the student's clinical performance is unsatisfactory, i.e., if the student is unsafe, fails to abide by institutional policy, or demonstrates unsatisfactory ability to apply knowledge of theory and learned skills to the clinical environment, he/she will receive a failing grade for the course.

Although it is not required, the CI is encouraged to recommend a letter grade that best reflects the student's overall performance. The ultimate responsibility for final grades does rest with the ACCE, who will consider all elements, including visit information, written evaluations, and student input/reports.

Student Competency Skills

All the following competencies have been successfully completed by the student prior to participation in clinical education. All competencies and skills check offs contain critical elements related to patient safety. These critical elements must be demonstrated correctly to pass the check off/competency.

Competencies and skills check that has been successfully completed by each student prior to beginning PTA 1211:

PTA 1203 PTA Clinical Processes:

Handwashing, Mental Function, Vital Signs
Movements of the Body
Bony Landmark and Palpation
Passive ROM Routine, Positioning and Joint ROM Norms
Assistive Device Fitting / Gait
Wheelchair Fitting
ADA Accessibility
Therapeutic Exercise and Pain
Sterile Technique and Basic Wound Care
Final Practical (Cumulative)

PTA 1205 Patient Care Interventions:

Massage and Myofascial Release Skills Check
Superficial Heat Competency
Cryotherapy Competency
Ultrasound Competency
Pelvic and Cervical Motorized Traction Competency
ESTM/NMES Competency

PTA 1206: Functional Anatomy & Biomechanics:

UE Goniometry Competency

LE Goniometry Competency

Palpation of Joints and Muscles Competency
UE Manual Muscle Testing Competency

LE Manual Muscle Testing Competency

Movement Analysis Competency

PTA 1210 PTA Field Experience

ICF Mapping/Chart Review/Audit/ Ther Exercise
Direction of PT/ Adhere to legal practice standards/Patient Interview/Documentation/
Ther Exercise.

Guide for Conduct of PTA/ Ethical Conduct/VBB/Report Abuse/Report Fraud and abuse
of therapy/ Implement Plan of Action/Ther Exercise

Patient/Client Interaction Considerations/Communications and
Knowledge/Theory/Clinical Judgment

Evidence Based Practice and integration into Treatment/ Report to PT/ PTA Scope
Initiation of Treatment and Plan of Care Progression/ Goals /Intervention Clinical
Indications / Reporting to PT
Midterm Practical
Final Practical

PTA 2202: Musculoskeletal Therapy:

Posture Analysis Competency
Gait Training Competency
UE Therapeutic Exercise and Intervention Competency
LE Therapeutic Exercise and Intervention Competency
Spine Therapeutic Exercise and Intervention Competency
Documentation Competency
Goniometry Competency
Manual Muscle Testing Competency

PTA 2210 Multi-System Rehabilitation

Transfer Training
Gait Training
Percussion / Pulmonary Treatments / Patient Ed/ Communication
Cardiopulmonary Rehab / Patient Ed / Communication
Compression Treatments for Vascular / Arterial Management/ Patient Ed/
Communication
Wound Care / Patient Ed/ Communication
Amputation / Prosthetic Treatment / Patient Education/ Communication
Home Evaluation / Discharge Planning/ Patient Education/ Communication
Lab Final / Case Management/ Patient Education / Communication

Additional Competencies and skills check that has been successfully completed by each
student prior to beginning PTA 2249 and PTA 2250:

2211 Neuromuscular Rehabilitation:

Pediatric Handling and Positioning Competencies

Neurological Gait Training Competencies

Functional Mobility for Pediatric and Adult Competencies

Biophysical Agents for Neuromuscular Retraining Competency

Clinical Attendance

Clinical attendance, punctuality, attitude, and participation are all evidence of professional behavior and commitment to learning the essential of giving quality health care. Students are expected to attend **all** scheduled days of **each** affiliation regardless of the number of hours accrued. **Scheduled 10-hour days or week-end days may occur due to CI schedules. The student is required to work the schedule of their clinical instructor.** When the student is informed of this schedule, the student is to receive consent of the ACCE. The ACCE will be the faculty member on-call when the college office is closed unless otherwise notified.

On the Attendance Record, do not count lunch breaks as part of your attendance. Consider the Clinic's full workday as 8 hours, unless otherwise designated by the administrator of the department of physical therapy. College holidays will be observed, and make-up will not be expected for these days only. Any variation in normal clinic hours worked or scheduled should be documented and approved by the CI and ACCE. Full attendance is required during the affiliation. Any time missed due to absence **must** be made up. The time may be made up in partial or full days. The CI and ACCE must approve the make-up time in advance. Points are deducted for **ALL** missed days, even though the day is made up. In the event of an occurrence that a day in the clinic will be missed, the student **must directly notify and speak with his/her CI or facility as well as notify the ACCE by email/phone/text** prior to scheduled report time. The student **must** provide a **reason** for the absence to **both** the CI and ACCE prior to the scheduled report time.

- The CI of the facility must be notified **in advance** of the student's expected return to the Clinic. Absences are cumulative; 5 days of absence that are not made up over the 3 affiliations is the maximum number of days missed allowed.
- After the second consecutive day of absence a physician/physician's office note is required.
- After the 3rd cumulative absence that is not made up, a written plan of action is required.
- The sixth day of absence, that is not made up will result in an automatic failure of that Practicum and the course will need to be repeated.
- Three tardies (more than 15 min. late or leaving early) will constitute one absence.
- Attendance is required for all other scheduled class activities (orientation days, seminar days, or days scheduled by ACCE to be on campus)

- Absences due to catastrophic medical and personal emergencies will be reviewed by faculty and will require appropriate official documentation upon return to class (example: Doctor's note, police report).

Student Responsibilities

Students must achieve a minimum grade of “C” in classroom theory as well as a satisfactory grade for professional behaviors and the laboratory components of each PTA course as determined by the criteria of each PTA course. Any grade of less than “C” achieved in a PTA or concurrent general education course is unacceptable for progression in the PTA Program. PTA students who leave the college or program by reason of academic deficiency or dismissal may petition for readmission to the program no sooner than one semester following official notification of status. Such petition will be reviewed by an Academic Standards Committee. This statement applies as follows:

1. Any student who withdraws from a required PTA or concurrent general education course will be required to file a petition for re-entry into the program.
2. Any student who achieves less than “C” in a PTA course or concurrent general education course must petition for re-entry. The student may not petition for re-entry more than one time. *, **, ***
3. Any student who receives an unsafe or unsatisfactory laboratory competency evaluation or is dismissed from the college or program, whether culminating in failure or withdrawal, must petition for readmission.

Readmission will be granted only if it is shown that the student possesses the requisite ability, and that the prior performance did not indicate a lack of capacity to complete the course of study in the program and/or college. The re-entry process must be completed at least sixty (60) days prior to the semester of readmission. For entry into the spring semester, all other admission requirements must be met on or before the college’s official fall withdrawal date. For entry into the fall semester, all admission requirements must be met by the application deadline (February 15).

*The Academic Standards Committee has the right to review the admission status of any student based on faculty recommendation and documentation of extraordinary circumstances that adversely impacted student performance.

**PTA students, who have exhausted their petition options may reapply to the first year of the program, one time, after five years from the last program exit, without regard to prior academic performance. Applicant will be subject to the following criteria:

1. Student was not dismissed from the program for any safety violations in the clinical setting.
2. Student has not violated any student conduct policies.
3. No violation of critical concerns from the PTA Student Handbook during their initial time in the program.

***PTA students may reapply to the second year of the program one time after three years from the last program exit, without regard to prior academic performance, subject to the following criteria:

1. Student was not dismissed from the program for any safety violations in the clinical setting.
2. Student has not violated any student conduct policies.
3. No violation of critical concerns from the PTA Student Handbook during their initial time in the program.

If readmitted, the student progression/retention will follow the guidelines of a first-time student.

IECC uses the Early Alert System to identify students who are struggling in their academic courses. Early Alert System data is examined, continuously monitored, and is evaluated by the Retention Coordinators and Academic Advisors with the primary goal to resolve barriers that impacted the success of the Early Alert system and to implement changes that would allow the system to accomplish its purpose and better serve IECC's student population. The following behaviors are relevant to the student in all aspects of the educational process and are not limited to formal contacts in class and clinical.

1. Accountability
2. Altruism
3. Collaboration
4. Compassion and Caring
5. Duty
6. Excellence
7. Integrity
8. Social Responsibility

These are core behaviors of the profession, which are initiated and developed during the educational process and expanded and refined during practice in the profession.

Student Appearance and Conduct

STUDENT APPEARANCE

Acceptable dress and behavior are expected during all aspects of the educational program. Clinical uniform shall be white lab coat or scrubs (if required by clinical facility), professional shirt/blouse, professional slacks, and appropriate clean shoes; identification badge must be worn. No Shorts will be worn unless designated by the clinical setting. Some facilities may provide an additional name badge for student use. Students must wear the name badge that is requested by the clinical agency. If no preference is indicated by the agency, the WVC PTA Student identification badge should be worn.

Cleanliness and neatness of the uniform shall be always expected:

- Students must be clean, neat, and well-groomed during all clinical activities
- Cologne or perfume is not acceptable in the clinical area

- Students must abide by the agency/College policy regarding smoking areas. Students are not to smoke or vape in the clinical facilities / agencies or during the hours of clinical assignments.
- Minimal application of cosmetics is acceptable in clinical area
- Jewelry must be limited to a watch and wedding band (or similar ring); small, pierced earrings are acceptable for students.

While we recognize an individual's right to express their individuality, body piercing, and body art are not considered to be professionally accepted in the medical environment. Body art is not to be visible in the clinical setting. Students with visible body art are expected to have appropriate covering of all body art. Some clinical sites may require that you remove all non-visible body piercing such as a belly button piercing.

The final determination of dress and/or behavior in the clinical area rests with the policies of the respective clinical facility; the student must abide by these policies.

STUDENT CONDUCT

Students are expected to exhibit professional, legal, and ethical behavior at all times including during lecture, laboratory, and clinical experiences. Acceptable student conduct includes the following:

- Attend and be punctual for clinical.
- Cell Phones, or other electronic communication devices are to remain OFF in the clinical setting. Students should not cause interruptions during clinical.
- Refrain from improper language use, disorderly conduct.

Professional behavior is ALWAYS expected of students. These may include but are not limited to the following:

- Shows initiative
- Treats others with positive regard/respect
- Exhibits sensitivity to individual differences
- Adheres to APTA Standards of Ethical Conduct for the Physical Therapist Assistant (a copy of the standards is in the PTA Student Handbook. A copy of the Student Handbook is in the appendix of this manual)
- Seeks guidance as necessary to address limitations
- Accepts constructive criticism from faculty, students, and clinical instructors without defensiveness

Student Privacy and Confidentiality

Policy: WVC complies with the Family Educational Rights and Privacy Act (FERPA). Students have the right to limit disclosure of their education records to third parties unless written consent has been given for disclosure. Clinical faculty will be issued a face sheet with the student's name, address, phone number, and email address prior to the clinical assignment for contact information. The clinical education faculty have access to the PTAS course syllabi which articulate standards of progression, competency checkoffs, and course content.

Procedures:

1. All permanent physical therapy student records, including medical records, resident in the Office of the Registrar; other student records are maintained in the private offices of faculty members that are locked when unoccupied.
2. Confidential conversations with students take place in the private offices of faculty members. Confidential information includes, but is not limited to:
 - a. advising and counseling sessions
 - b. clinical performance
 - c. grades
 - d. health status

Clinical Facility and Clinical Instructors will be issued a face sheet with the student's name, address, phone number, and email address prior to the clinical assignment for contact information. Clinical Facility will also have access to patient background check, drug screen, immunization records, and titers. The clinical education faculty have access to the PTA course syllabi which articulate standards of progression, competency checkoffs, and course content.

Clinical Incidents

If an accidental injury occurs in lab or at the clinical site, such as sustaining a needle stick or a physical injury, the procedures of the clinical agency should be followed. Standard procedure would include:

1. Student to follow emergency procedure of Clinical Agency
2. Report the injury immediately to the academic or clinical instructor
3. Thoroughly wash the area and apply antiseptic.
4. Some clinicals may have you go to their Emergency Room, depending on how severe the injury and/or the policy.
5. Report this to the program instructor as soon as possible and obtain a copy of the incident report from the clinical.
6. The hospital/clinic may ask the patient for permission to obtain an HIV test or other blood tests.
7. All costs incurred cover are the responsibility of the student.
8. It may be necessary to complete an incident form at both the clinical agency and the College.

Immunization and CPR Requirements

Students enrolled in the Physical Therapist Assistant Program are required to have CPR Certification in one on the following levels: Professional Rescuer Level through the American Red Cross or Healthcare Provider Level through the American Heart Association. A copy of the student's CPR certification card must be present to the CCCE prior to attending clinical. The clinical agency may request a copy of the student's CPR certification card. Students must

be able to provide proof of CPR certification upon the request of the agency.

Immunization records are on file in the Wabash Valley College Clinical Coordinator Office. Upon the request of the clinical agency, the student must provide a copy of immunization records.

Substance Abuse Policy

To protect the safety of other students and patients, drug and alcohol abuse is strictly prohibited. PTA students are expected to remain drug free and in appropriate physical condition for the learning and care-giving environment. A student who is under the influence, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs becomes an individual at risk for harming others and themselves.

"Reasonable suspicion" is a belief based on objective facts sufficient to lead to a prudent person to suspect that a student is under the influence of alcohol and/or drugs in a manner that the students' ability to perform satisfactorily is reduced. All students are subject to an alcohol and/or drug test whenever a supervisor has a reasonable suspicion that the student is under the influence of alcohol and/or drugs while at clinical. The instructors' observations of any suspected physical or behavioral manifestation of alcohol and/or drug use will determine reasonable suspicion. Examples may include, but not limited to:

- Drug count discrepancy
- Extreme and rapid mood swings
- Odors of alcohol on the breath or the body
- Slurred speech
- Dilated or pinpoint pupils or reddened eyes
- Sleeping on duty
- Excessive absence or tardiness
- Frequent disappearance from the unit
- Changes in physical appearance, which may include personal grooming, weight loss, tremors, diaphoresis

All drug and alcohol testing will be done at the student's expense.

Student Grievance Procedure

If students have grievances involving College professors or staff members, they are to process such grievances through the College administrative structure. The student should first discuss any grievance thoroughly with the professor or staff member. If the grievance is not resolved, the student should refer to the administrative structure listed in grievance policy in PTA Program Handbook.

The resolution of student grievances will be transmitted to the student and through the administrative structure to all involved parties.

1. The student should meet with and discuss the matter thoroughly with the professor or staff member attempting to reach resolution immediately, but no later than 30 calendar days after the incident(s) has occurred.
2. If resolution is not achieved and the student wishes to pursue his/her grievance, the grievance must be filed in written form with the direct supervisor of the faculty or staff member. The grievance must be filed within one week after the meeting with the faculty or staff member, subject to the availability of the parties involved.
3. The supervisor receiving the grievance will do the following within three weeks:
 - a. Inform the faculty or staff of the receipt of the grievance.
 - b. Investigate the situation which may include but not be limited to requesting a statement of circumstances relevant to the grievance from the faculty or staff member, a conference with either or both parties, additional documents, and other information relevant to the situation.
 - c. The supervisor makes a ruling regarding the grievance within one week after the requested documents are received and conferences concluded.
4. If either party wishes to appeal the ruling, a statement of appeal must be filed with the direct supervisor of the person making the previous ruling within one week of the postmark of the letter containing the original grievance decision.
5. The hearing process is repeated with the addition of information from the original supervisor. If the appeal is filed by the faculty or staff, the student will be duly notified.
6. The grievance may be continued by either party through the administrative structure to the President.

If a student has a grievance about any incident at a clinical facility, they should contact the SCCE as soon as possible regarding the details of the incident.

If a clinical facility has a grievance regarding a student incident, they should contact the SCCE as soon as possible.

Complaints by Parties Other Than Students

Our community complaint policy is for non-academic complaints only. If a student wishes to file a grievance or complaint, the student should follow the student grievance policy as outlined in the current IECC catalog or Student Handbook. A complaint is an expression of concern, criticism, dissatisfaction, or frustration with the quality or delivery of a service, policy or procedure, or the conduct of another person. Any person may file a complaint to the Physical Therapist Assistant Program. Complaints may include issues relating to admissions policies, inappropriate faculty conduct, student conduct, actions or policies related to the Physical Therapist Assistant Program. Complaints may be addressed verbally, via email communication, or mailings.

Individuals with a complaint about the Physical Therapist Assistant Program may contact the Academic Coordinator of Clinical Education, Program Director, or the Dean of Instruction at WVC.

Lisa Hoipkemier, PT, DPT, NCS

Program Director

Physical Therapist Assistant Program

Email: hoipkemierl@iecc.edu

Phone: 618-263-5548

Fax: (618) 262-8647

Robert Conn

WVC Dean of Instruction

Email: connr@iecc.edu

Phone: 618-263-5188

Written complaints may be mailed to:

WVC Physical Therapist Assistant Program

2200 College Drive

Mt. Carmel, IL 62863

Kinsey Whitaker PT, DPT, GCS

Academic Coordinator of Clinical Education

Physical Therapist Assistant Program

Email: whitakerk@iecc.edu

Phone: (618) 263-5107

Fax: (618) 262-8647

WVC Policies and Procedures

The policies and procedures of Wabash Valley College may be found in the current college catalog. A copy of the catalog may be viewed at www.iecc.edu

Facility Safety

All clinical agencies should have policies concerning safety regulations regarding the use of equipment and hazardous materials. These policies should be provided to students in orientation to the affiliate clinic. Equipment should be inspected on a regular basis and safety regulations should be posted.

Clinical Faculty Rights and Privileges

The Wabash Valley College Physical Therapist Assistant Program appreciates the time and dedication required of clinical instructors. To help provide professional development needs, the PTA Program plans to implement professional development continuing education seminars. Please complete the surveys sent to Clinical Affiliates regarding professional development needs. We hope to be able to offer rewarding educational workshops that will meet the needs of professional development for our clinical instructors.

If any clinical instructor is interested in attending a Clinical Instructor Credentialing Course, they are encouraged to contact the Program ACCE.

Clinical Instructor Education Tips

The ACCE will submit a clinical packet for each student assigned to a clinical agency. The clinical instructor should review this packet. It is recommended that the clinical instructor meet with the student frequently to discuss the student's progress and any concerns.

The faculty and staff of the PTA Program welcome comments and suggestions for improvement to the Clinical Handbook or any information pertinent to the Physical Therapist Assistant Program.

Appendix A

APTA Professional Behaviors

APTA Professional Behaviors Definition

1. **Commitment to Learning**
The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. **Interpersonal Skills**
The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. **Communication Skills**
The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. **Effective Use of Time**
The ability to obtain the maximum benefit from a minimum and Resources investment of time and resources.
5. **Use of Constructive Feedback**
The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. **Problem-Solving**
The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. **Professionalism**
The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. **Responsibility**
The ability to fulfill commitments and to be accountable for actions and outcomes.
9. **Critical Thinking**
The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. **Stress Management**
The ability to identify sources of stress and to develop effective coping behaviors.

Professional Behavior	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	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 the limits of application to professional practice; research and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies; accordingly, assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication;

	non-verbal communication listens actively; maintains eye contact	from the patient interview	utilizes communication technology effectively; dictates clearly and concisely
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third-party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently
5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback

Professional Behavior	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes holes in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback;	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in

	professional demeanor in all situations	establishes outlets to cope with stressors	health care environment
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Professional Behaviors Assessment

Instructions: Assess your performance in each of the ten abilities as based on the Professional Behaviors. Circle the appropriate level for each ability and comment on your performance in each area.

B-Beginning Level

D-Developing Level

E-Entry Level

Commitment to Learning	B	D	E
Comments:			
Interpersonal Skills	B	D	E
Comments:			
Communication Skills	B	D	E
Comments:			
Effective Use of Time and Resources	B	D	E
Comments:			

Use of Constructive Feedback	B	D	E
Comments:			
Problem Solving	B	D	E
Comments:			

Professionalism	B	D	E
Comments:			
Responsibility	B	D	E
Comments:			
Critical Thinking	B	D	E
Comments:			
Stress Management	B	D	E
Comments:			

Name _____

Signature _____ Date _____

Appendix B
Clinical Education Forms
(For students)

Wabash Valley College
Physical Therapist Assistant Program
Student Clinical Checklist

	Item	Due
	Weekly Summary Weekly Goal Sheet Discussion Boards	Weekly
	Goals and Expectations Form	Week 1
	Mid-term PTA MACS Topic Selected for Assignment	Week 2-3
	Final PTA MACS	Final Week
	Clinical Evaluation by Student	Final Week
	ACCE Evaluation by Student	Final Week
	ACCE Evaluation by Clinical Instructor	Final Week
	Clinical Portfolio	Final Week

You are also expected to begin work on your portfolio during this clinical. Please refer to your Portfolio instructions for further details.

Your Weekly Summary must be in the appropriate format and submitted on Canvas Assignments EACH WEEK. Please refer to sample weekly summary.

The Goals and Expectations form, Orientation form, and Clinical Evaluation by Student should be submitted via Canvas Assignments or uploaded to Exxat.

The Midterm and Final PTA MACS should be completed on-line.

Wabash Valley College
PTA Program

2200 College Drive
Mt. Carmel, IL 62863

WABASH VALLEY COLLEGE
PHYSICAL THERAPY ASSISTANT PROGRAM
CLINICAL INTRODUCTION LETTER

Today's Date _____

Mr. Physical Therapist
Clinical Instructor
Physical Therapy Department
Goodbody Hospital
1000 P.T. Drive
Centertown, IL 54321

Dear Ms. Therapist:

My name is Sarah Smith, and I have been assigned to affiliate at your Physical Therapy Department from _____ to _____.

Please allow me to introduce myself.

I am looking forward to my affiliation so that I may apply the skills I have learned.

Sincerely,

Sarah Smith
2200 College Lane
Mount Carmel, IL 62863
(618)262-1111

Wabash Valley College
Physical Therapist Assistant Program
Clinical Assignment Information Form

Student Information	
First name	
Last name	
Address	
Home phone	
Cell phone	
e-mail address	
Previous Clinical affiliation sites assigned to the student	
Clinical Affiliation Site Information	
Clinical Facility	
Address	
Clinical Supervisor	
Telephone	
e-mail address	
Clinical Assignment	
Dates of clinical assignment	
Hours of clinical assignment	Monday through Friday 8:00 a.m.-5:00 p.m. or as assigned by Clinical Instructor
Wabash Valley College A.C.C.E. Information	
	Kinsey Whitaker PT, DPT,
Address	Wabash Valley College PTA Program
	2200 College Drive
	Mount Carmel, IL 62863
Telephone	(618)263-5107
Fax	(618)262-7541
E-mail	whitakerk@iecc.edu
<p>We encourage each facility to provide the assigned student(s) with information relevant about the facility and the policies and procedures of the facility. Students may be contacted using the above listed information.</p> <p>Please refer to your clinical packet for information on student competency levels and the evaluation process.</p>	

Wabash Valley College Physical Therapist Assistant Program

2200 College Drive
Mt. Carmel IL 62863

Student Name _____
Date _____

Clinical Instructor _____

This form should be reviewed at orientation, midterm, and at final evaluation with a C.I.

A. List 5 specific goals for this affiliation. Include time frames (i.e., I will be able to see 1-2 patients independently by my 1st week week; I will carry my own caseload by final.)

- 1.
- 2.
- 3.
- 4.
- 5.

B. What are your expectations of this affiliation (what do you hope to do/see).

C. What are your expectations of the clinical instructor (how can the C.I. help you achieve your goals).

D. What education or life experience will help you to contribute to this clinical?

E. Describe your learning style/preference. How do you like feedback to occur and how frequently?

Clinical Education Portfolio

Objectives:

1. Reflect on clinical experience to promote linking of information from classroom to the clinical setting.
2. Perform on-going self-assessment to identify student's strengths and areas in need of improvement.
3. Communicate past clinical experiences with future clinical instructors.

The title page should include your name, the clinical facility, the type of clinical experience, and the dates of the clinical.

Example: Janie Smith, SPTA
 Student Hospital,
 Anytown, IL
 Outpatient Department
 June 1-July 7, 2023

Produce a type-written double-spaced document by the end of clinical. The ACCE will proof your portfolio for content. It will be graded on a pass/fail basis. Keep a running list of the following items each week to include the following:

- A. Diagnoses: identify each patient's diagnosis that you and/or your CI have worked with including the number of patients who presented with that diagnosis.
- B. Assessment skills: identify the various assessment skills you performed and WHY you performed them.
- C. Impairments: identify the impairments you detected during your assessment.
- D. Interventions: identify the interventions you performed with your patients that specifically addressed their impairments. **Give a rationale for your selection.**
- E. Plan of Care: reflect on how the treatment you performed correlated with the supervising physical therapist's plan of care. How and why did you obtain modifications as needed to the plan of care? How did you communicate this to the supervising physical therapist?
- F. Patient Education: identify the types of patient/family education you performed. Include a copy of the instructions/home exercises you issued to the patient/family.
- G. What was the outcome for the patient? Did they respond to the PT interventions? If not, then why?
- H. Reflect on your experiences each week and document a self-assessment. How did you feel about your clinical performance? What went well during your workdays? What is not going as well as you would have liked? What changes could you make to enhance your clinical performance?

I. Share your strengths. Share the areas you and your CI have identified that need improvement. Develop a plan for the next clinical on how you plan to improve.

**The items in A-D should be included in your weekly email.
E-I follow instructions.**

Week 1:

A. Diagnosis:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
5	1	3	5	1

B. Assessment skills:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Goniometry to assess knees, MMT to assess strength, functional mobility	PROM to assess jt mov't and tone, MMT to assess strength, functional mobility	Tinetti and Berg balance assessment	Pain scale, ROM of low back to assess flexibility, MMT to assess strength, reflex testing to assess nerve root	ROM to assess movement of UE, MMT to assess strength, girth measurements to assess swelling

C. Impairments:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Decreased ROM, strength, gait	Decreased LE strength, increased LE spasticity, decreased transfer ability	Decreased LE strength, decreased balance	Increased pain, lack of flexibility, lack of LB and RLE strength	Increased UE swelling, decreased ROM

D. Interventions:

Osteoarthritic knees	CVA	Impaired Balance	Low Back Pain	Lymphedema
Ther ex including quad sets, SAQ, LAQ's, SLR x 4, moist heat, stationary bike x 5 mins. To increase ROM and strength to improve gait	Bed positioning, P/AAROM involved extremities, transfer training with quad cane from w/c to mat, commode to prevent contractures, increase strength and transfer ability	Closed chain LE strengthening exs in // bars, tilt board with assist in // bars, one foot standing with eyes open, and eyes closed to increase balance reactions	Moist heat, IFC to low back in prone, McKenzie exercises to decrease pain and improve mobility so patient can return to work	Lymph drainage massage, compression bandaging to decrease swelling, reduce chance for skin breakdown and improve use of UE for grooming, etc.

The items in A-D should be included in your weekly submission with Weekly Goal Sheet

WABASH VALLEY COLLEGE
Physical Therapist Assistant Program
Clinical Site / Clinical Instructor Evaluation by Student

Student Name					
Facility					
Clinical Instructor					
Site Visitor					
Date					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Orientation to the facility was adequate					
Orientation to PT department met student needs.					
Expectations were communicated to student.					
Appropriate and timely feedback was given by CI.					
Feedback was constructive and not demeaning.					
CI was readily accessible to student.					
I felt comfortable discussing concerns or questions with CI.					
CI was aware of my educational background and adjusted my learning experiences appropriately.					
Student felt that they contributed to department.					
Student caseload was not overwhelming.					
CI was open to communication and receptive to comments or suggestions.					
Student felt comfortable with the level of supervision.					
Supervision was adjusted appropriately throughout the clinical.					
Student was prepared for expected performance level					
Staff was helpful and supportive.					

Additional comments:

WABASH VALLEY COLLEGE PHYSICAL THERAPIST ASSISTANT

STUDENT ASSESSMENT OF THE ACCE

Purpose: To aid the ACCE in academic faculty development plan.

Please rate your level of agreement concerning the ACCE's performance in the following areas:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
The ACCE was readily accessible to answer my questions.					
Student is satisfied with overall variety and types of clinical education opportunities received.					
The ACCE's clinical site visits and contacts were adequate to meet my needs.					
The ACCE offered effective conflict resolutions as needed.					
The ACCE clarified federal and state regulations, as well as professional positions related to clinical education.					
The ACCE demonstrated interpersonal skills that foster quality relationships between myself and the facility.					
The ACCE monitored my progress during the clinical rotation.					
Student was informed of the PTA Program's clinical education policies and procedures.					

Comments:

Physical Therapist Assistant Program

Student Conference Form

Student Name: _____

Clinical Site: _____

Clinical Instructor: _____

Reason for Conference (Description of specific incident/behavior):

Remediation plan (if needed refer to Learning/Professional Behavior Contract Grid):

Student

Date

Clinical Instructor

Date

ACCE

Date

Wabash Valley College
Physical Therapist Assistant Program
Learning/Professional Behavior Clinical Contract Grid

Student: _____

Facility: _____

Areas of need/strengths:
Expected outcomes:
Student plans for achieving outcomes:
Clinic plans for assisting student:

Student	Date	ACCE	Date
Clinical Instructor	Date		

Wabash Valley College
Physical Therapist Assistant Program
Re-Assessment of Student Performance

Student Comments
Instructor Comments
ACCE Comments
Outcomes Met? Yes or No

Student

Date

Clinical Instructor

Date

ACCE

Date

Wabash Valley College
Physical Therapist Assistant Program
In-Service Evaluation Form for Clinical

Student's Name: _____

Date: _____

Facility Name: _____

Presentation Topic: _____

Evaluation Criteria	Score (Circle)				
	Disagree				Agree
The topic was relevant.	1	2	3	4	5
Effective audio/visual aids were used.	1	2	3	4	5
The in-service met time requirements. (CI to determine)	1	2	3	4	5
The student was prepared and organized to present the topic.	1	2	3	4	5
The student was knowledgeable about the topic.	1	2	3	4	5
The student was able to effectively answer questions.	1	2	3	4	5

Score: _____ /30 Must receive 78% in order to submit this Assignment, Worth 5 points as pass fail. 78% or high receives 5 points; less than 78% receives 0 Points.

Comments:

Clinical Instructor: _____

Date: _____

Wabash Valley College
Physical Therapist Assistant Program
ANONYMOUS Patient Survey

Please answer the following questions about the student physical therapist assistant who has worked with you. **Circle** the **number** that applies most closely to how you feel about the student. This survey is confidential. Return survey to student or Clinical Instructor (supervising therapist or assistant) when completed. *Do not include Patient Name or Identification.

1. The student was polite, courteous, and compassionate.

Agree			Disagree	
5	4	3	2	1

2. The student appeared to be competent at what he/she was doing.

Agree			Disagree	
5	4	3	2	1

3. The student was attentive to your needs.

Agree			Disagree	
5	4	3	2	1

4. The student explained the treatment you received.

Agree			Disagree	
5	4	3	2	1

5. Overall, were you satisfied with the care you received from this student?

Agree			Disagree	
5	4	3	2	1

Appendix C
Clinical Education Forms

(For Clinical Instructor)

Wabash Valley College
 Physical Therapist Assistant Program
 CI Clinical Checklist

	Item	Due
	Orientation Checklist	Week 1
	Mid-term PTA MACS	Week 2-3
	Final PTA MACS	Final Week
	CI Assessment Form and Professional; Behaviors (located in Appendix B) ACCE Feedback Form	Final Week

All forms may be faxed to our office at (618) 262-7541 You may also return the forms via mail to the address below.

The PTA MACS should be completed online via Exxat Software

Physical Therapy Assistant Program
 Wabash Valley College
 2200 College Drive
 Mt. Carmel, IL

Physical Therapy Assistant Program
Wabash Valley College
Mt. Carmel, IL

TO: Clinical Supervisors

FROM: Kinsey Whitaker PT, DPT, GCS
ACCE, PTA Program

RE: Clinical Evaluation of Affiliates

Successful evaluation will typically be an on-going process, with daily communication between the clinical supervisor and the student.

Each student should be formally evaluated at the mid-point and conclusion of his/her affiliation using the PTA MACS. These sessions should be directed toward providing the student with formal acknowledgment of his/her progress and performance, with emphasis on areas of strength and/or weakness. Prior to submitting the forms via Exxat software to Wabash Valley College, we request that they be reviewed with the student and then signed as indicated.

Should any questions or concerns arise, feel free to contact me via email at whitakerk@iecc.edu or phone at (618) 262-8641 or (618)263-5107. The clinical affiliations are the crux of the students' education, and it is my sincere hope that their experiences will be rewarding.

Thank you for your cooperation and support of the WVC PTA Program.

Wabash Valley College
Physical Therapist Assistant Program
Clinical Orientation Checklist

This checklist is provided to clinical instructors to ensure that students have properly been orientated to the clinical agency.

Student _____

Clinical Agency _____

	Student has appropriate identification and parking permit for clinical agency
	Student has been provided a clinical schedule
	Student has been made aware of the facility's dress code
	Student has received a tour of the facility, including appropriate equipment, supplies that will be needed.
	Student is aware of the facilities policies and procedures
	Student is aware of their direct supervisor's name
	Student has submitted requested documentation to facility and has attended any required orientation sessions
	Student and CI are aware of educational expectations

Student's signature

date

Clinical Instructor's signature

date

Please submit the completed form to Canvas Assignments.

Alternative methods of submission:

fax (618) 262-7541

WVC PTA Program C.I. Assessment Form

Type of Facility _____

RATINGS

5 Strongly Agree	4 Agree	3 Unsure	2 Disagree	1 Strongly Disagree
------------------	---------	----------	------------	---------------------

The ACCE is accessible when I have questions.

Comments _____

I received clinical placement information in a timely manner.

Comments _____

Communication between myself and the ACCE is affective in meeting the needs of the PTA students.

Comments _____

I am satisfied with the on-site visit procedure used by the ACCE.

Comments _____

The student was prepared to meet the demands of this clinical rotation.

Comments _____

CLINICAL EDUCATION DEVELOPMENT

Please mark any of the following that you feel would increase the effectiveness of the PTA Program.

Visit from the ACCE to discuss the PTA Program

APTA C.I. Credentialing workshop

Other C.E.U. topics of interest _____

Appendix D

Wabash Valley College

Physical Therapist Assistant Program

HIPPA/ Confidentiality Affirmation Form

Wabash Valley College
Physical Therapist Assistant Program

HIPAA / CONFIDENTIALITY STATEMENT FORM

I understand that I will have access to confidential health information while enrolled in the Clinical Education Courses of the Physical Therapist Assistant program and/or when observing patient care in the clinical setting. I understand that this patient information is private and must be kept confidential. Furthermore, unauthorized release of this information is punishable by law. I will abide by all policies, procedures, rules, and regulations related to the Health Insurance Portability and Accountability Act (HIPAA), as well as any additional policies and procedures of the facility where I am assigned.

Student Name Printed

Date

Student Signature

Appendix E

Wabash Valley College

Physical Therapist Assistant Program

Patient Informed Consent Affirmation Form

Wabash Valley College
Physical Therapist Assistant Program

NOTICE OF PATIENT INFORMED CONSENT FORM

I understand that I must always introduce myself, as a student physical therapist assistant to patients/clients and that I must request permission to treat them. In addition, I understand that the patient/client has the right to refuse services that are provided by a student physical therapist assistant, and that I will be respectful of their choice. As a part of the Patient Informed Consent, Physical Therapist Assistant Students must always wear the School assigned or facility assigned Identification Badge.

Student's Name Printed

Date

Student's Signature

Appendix F
Wabash Valley College
Physical Therapist Assistant Program
Background Check Form

EXHIBIT A - PRICING

Company Name: Wabash Valley College PT Program STUDENT PAY

Background Standard	\$60.00
<ul style="list-style-type: none">• Social Security Address/Aliaa Trace• County Criminal Search - 7 Years (all counties developed by the Social Security Trace within the past 7 years)• USA CriminalSearch and USA Offender• DIGIGSA Bundle <p>The Background Standard package includes all third-party fees other than the New York Statewide (NYOCA) which would be billed to the client, when applicable</p>	

E-FORMS WEBSITE IMPLEMENTATION FEE	
New E-Forms Website Implementation Fee	\$500.00 WAIVED

SCOPE OF WORK FOR AKA/ALIAS NAME SEARCHES
<p>Please choose a Scope of Work for the ordering aliases/AKA names. I understand that an additional charge will apply for each additional Alias/AKA name and that the scope of work defined above also applies to AKA names. We recommend that AKA names be searched.</p> <ul style="list-style-type: none"><input type="checkbox"/> Order alias/AKA names provided at the time of order and additional names that appear on the Social Trace based on the subject's seven (7) year history.<input type="checkbox"/> Order all alias/AKA names provided and that appear on the Social Trace, regardless of timeframe.<input checked="" type="checkbox"/> Do not order any alias/AKA names.

COURT AND THIRD PARTY FEES
<p>Certain types of searches, whether ordered individually or included within a package, may be subject to additional access fees. Most statewide criminal searches and all motor vehicle driving record searches are subject to an additional state access fee. County record searches may be subject to additional access fees based on the jurisdiction.</p> <p>A third party verification fee may apply for certain schools and employers and licensing agencies, based on each organization's verification policy. A list of state and county fees, which are outside of Universal's control and subject to change at any time, is posted for our client's convenience at www.universalbackground.com/fees.</p> <p>An additional research fee may apply to confirm record matches at the originating jurisdiction. This confirmation is required for FCRA compliance of database searches.</p> <p>Court records for certain jurisdictions in the State of New York are only available through the NY Office of Court Administration (NYOCA). For those jurisdictions searched through the NYOCA, your account will be charged the current NYOCA fee of \$85.00 per name. This fee is subject to change.</p>



Signature: _____ **Date:** _____

Appendix G

Wabash Valley College

Physical Therapist Assistant Program

Drug Screen Form

ADDENDUM TO BACKGROUND SCREENING SERVICE AGREEMENT
DRUG TESTING SERVICES

Universal Background Screening, Inc. ("Universal") and Wabash Valley College FT Program STUDENT PAY Drug ("Client") have previously entered into a Background Screening Service Agreement ("Service Agreement") for the provision of Consumer Reports by Universal to Client. This Addendum supplements the Service Agreement and contains additional requirements with respect to drug testing services ("Drug Tests"). Client agrees that the terms and conditions of this Addendum, as well as the terms and conditions of the Service Agreement, shall apply with respect to all Drug Testing Services.

Drug Screen	
+ 10 Panel Urine (LabCorp 789901)	\$29.00
+ 10 Panel Urine (Quest 35190N)	\$29.00

E-FORMS WEBSITE IMPLEMENTATION FEE	
New E-Forms Website Implementation Fee	\$500.00 WAIVED

DRUG TESTING SCOPE OF WORK
<p>Pricing for Laboratory-based testing includes collection at a Quest or LabCorp "In Network" collection site, unless otherwise noted. The use of an "out of network" or third party collection site and/or clinics may incur additional fees. A list of collection sites is available at www.universalbackground.com/collectionsites/ and is subject to change.</p> <p>Laboratory testing includes testing of a urine specimen using GC/MS by a SAMHSA certified laboratory.</p> <p>Laboratory testing for all non-DOT tests includes confirmation by the Medical Review Officer (MRO) on all non-negative test results for no additional charge.</p> <p>Laboratory-based testing for all DOT tests includes confirmation by the Medical Review Officer (MRO) on all (negative and non-negative) test results for no additional charge.</p> <p>Universal Background Screening can manage your organization's drug testing program, but cannot make any recommendations regarding products and services that may be needed or required to comply with your company policies or applicable laws. Please contact your legal counsel, compliance or risk management expert regarding any questions pertaining to your drug testing program requirements.</p> <p>Client agrees to request and use drug testing services in compliance with all applicable laws, including but not limited to the following, which may or may not be applicable to Client's organization: the Omnibus Transportation Employee Testing Act of 1991, 49 CFR Part 40 and 49 CFR Part 382; the Americans with Disabilities Act (ADA); the Family and Medical Leave Act (FMLA); the Federal Drug-Free Workplace Act of 1988; the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule; state and local laws related to employment drug testing and medical records.</p>


Signature: _____ **Date:** _____
[[Doc. no. signed/created]]

Appendix H
Wabash Valley College
Physical Therapist Assistant Program
Vaccine / Titer Form

Wabash Valley College
Physical Therapist Assistant Program

VACCINE / TITER FORM

Appendix I

Wabash Valley College

Physical Therapist Assistant Program

Student Affirmation Form

Wabash Valley College
Physical Therapist Assistant Program

STUDENT AFFIRMATION

Each student is responsible for being familiar with the information in this manual. Failure to read the information will not be considered an acceptable excuse for non-compliance.

The program faculty reserve the right to change policies or revise curricula as necessary to promote continued high-quality education.

I affirm that I have received a copy of the WVC PTA Clinical Education Manual. I have been instructed that the PTA Clinical Education Manual, Student Handbook, the Wabash Valley College Student Handbook and the Wabash Valley College Catalog contain all policies pertaining to PTA students. I have also been instructed regarding where to obtain copies of the Wabash Valley College Student Handbook and the Wabash Valley College Catalog.

By signing below, I agree to abide by all College and PTA Program policies and procedures.

Signature

Printed Name

Date

A copy of this signed affirmation will be kept on file in PTA Program office.

Standard Precaution Plan

The ACCE will maintain Material Safety Data Sheets (MSDS) in the lab for all chemicals used. The Program Director will review and update MSDS sheets at least annually or more frequently if a new chemical is introduced into the lab.

Standard Precautions

1. The standard precaution plan's purpose is to eliminate or minimize student and faculty exposure to blood borne pathogens and other potentially infectious material.
2. Hand washing will be performed per CDC guidelines.
3. All procedures involving blood or other potentially infectious materials (OPIM) will be performed in a manner that minimizes splashing, spraying, spattering, and generation of droplets of these substances.
4. Observe warning labels on biohazard containers and appliances.
5. Bandage cuts and other lesions on the hands before gloving.
6. If your hands or other skin surfaces come in contact with blood or other potentially infectious material, thoroughly wash the area as soon as possible with soap and water.
7. If your mucous membranes come in contact with blood or OPIM, flush them with water as soon as possible.
8. Immediately after use, place contaminated sharps in a puncture resistant, leak proof container that is appropriately labeled and color coded.
9. Do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses in the lab.
10. Do not store food or drink in the lab refrigerator.
11. If you are exposed to blood or OPIM, perform first aid measures immediately. After taking first aid measures, report the incident to your instructor.

LAB SUPERVISION

Students will be allowed in the lab to practice skills only with supervision of PTA staff. At no time should a student attempt to practice manual mobilization skills or use any electrical equipment in the lab without PTA faculty supervision. Students should report any concerns or violations in policy immediately to PTA faculty.

Any violation of these rules may result in disciplinary action, up to program dismissal.