



Physical Therapist Assistant Program
Policies and Procedures Manual

Accreditation Statement

The Physical Therapist Assistant Program at Tyler Junior College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Welcome to Tyler Junior College's Physical Therapist Assistant Program

The Student Policy and Procedure Manual was developed to provide students with information about the program and its specific policies and procedures. You will also need to familiarize yourself with the TJC Student Handbook available on the TJC website (www.tjc.edu/studenthandbook) .

We encourage you to contact us if you have any questions or concerns.

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Photo/Video Release Form

Photo/Video Consent for a Minor

I. **Academic Information and Standards**

1.1 Institutional History and Accreditation

One of the oldest junior colleges in Texas, the College was established in 1926 with a mission of providing the finest academic education for freshmen and sophomore students. Tyler Junior College remains committed to that goal while also recognizing the changing role of community colleges and the need to provide quality training for technical fields. Tyler Junior College has been fulfilling three promises to its students and the Tyler area by providing a quality education, a vibrant student life and service to the community. Tyler Junior College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501).

The Physical Therapist Assistant Program at Tyler Junior College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

1.2 Program Summary

The Physical Therapist Assistant Program at Tyler Junior College is a two-year program comprised of the equivalent of 5 semesters. Graduates will receive an Associate of Applied Science in Physical Therapist Assistant. The Program curriculum includes general education and technical physical therapy coursework. Students will be enrolled in full-time clinical education experiences during the summer session and the last semester of the program.

1.3 Statement of Nondiscrimination

The Physical Therapist Assistant Program follows the Tyler Junior College nondiscrimination policy:

Tyler Junior College gives equal consideration to all applicants for admission, employment, and participation in its programs and activities without regard to race, color, religion, national origin, gender, gender identity, gender expression, sexual orientation, age, marital status, disability, veteran status, or limited English proficiency (LEP). TJC respects

the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination including sexual harassment and sexual violence.

1.4 Program Mission Statement

The mission of the program is to provide students with a comprehensive quality education for the development of entry-level physical therapist assistants who are capable of performing competent, safe and ethical interventions within their scope of practice. The program will prepare students to complete successfully the requirements for licensure, become an asset to the profession and serve the community.

1.5 Program Philosophy

The PTA program is dedicated to providing students with a quality learning experience through its partnership with students and clinical education facilities.

The PTA Program acknowledges the value in utilizing a variety of instructional methods to include the learning styles of all students. Emphasis is placed on the application of knowledge and development of skills through a high ratio of laboratory contact hours. The curriculum is designed for the development of knowledge from the initial exposure in the classroom and laboratory setting to full integration within the clinical education environment.

The PTA Program values professional behavior in the student. Expectations of professional behavior are defined for the student at orientation and emphasized throughout the curriculum. The emphasis on professional behaviors is designed to prepare the students for ethical practice in a changing healthcare environment.

Tyler Junior College seeks to provide a quality educational program that is collaborative in nature, rich in active learning opportunities that are challenging and purposeful, that facilitate the developmental process which will allow students to transition successfully from student to practitioner.

Knowles' Adult Learning Theory provides an academic basis on which to build such an instructional framework. The six characteristics of adult learners identified by Knowles, exemplify the student population enrolled in the Tyler Junior College School of Nursing and Health Sciences as well as the type of students we seek to enroll in the PTA program specifically. Those characteristics are:

1. Adults are internally motivated and self-directed.
2. Adults bring life experiences and knowledge to learning experiences.
3. Adults are goal oriented.
4. Adults are relevancy oriented.

5. Adult learners are practical.
6. Adult learners like to be respected.

Knowles' theory advocates a collaborative learning environment focused on relevant, practical and problem based instruction. Elements of collaborative learning and problem-based instruction are woven into each course in the technical portion of the PTA Program at Tyler Junior College.

1.6 Program Goals

1. Prepare physical therapist assistant graduates to practice within the legal, social, and ethical context of their profession.
2. Deliver a quality education that yields entry-level physical therapist assistants who are skilled and competent practitioners ready for productive employment.
3. Prepare graduates to serve their patients and employers with honor, integrity, respect and compassion.
4. Prepare students to function safely as practitioners, able to make sound clinical decisions, and provide effective health care within their scope of practice as physical therapist assistants.
5. Prepare students to work collaboratively with their supervising physical therapist and other members of the health care team to provide evidenced-based, best-practices for their patients.
6. Provide opportunities that encourage continuing education fostering lifelong learning and professional growth as a health care provider.
7. To be recognized as a program that yields excellent student outcomes for each class, including participation in community service, high graduation rates, high board pass rates and high job placement rates.
8. Promote and advance the field of physical therapy via involvement in APTA and serving the community.

1.7 Program Objectives

Graduates of the Physical Therapist Assistant Program will be able to:

1. Work under the supervision of a physical therapist in an ethical, legal and professional manner.
2. Implement a comprehensive treatment plan developed by the physical therapist.
3. Effectively collaborate as members of an interprofessional healthcare team by demonstrating professional behavior in all interactions within the role and responsibilities of the physical therapist assistant
4. Demonstrate effective oral, written and nonverbal communication as it relates to a culturally diverse population

5. Successfully integrate concepts from general education courses and PTA technical courses into physical therapy practice
6. Demonstrate a commitment to life-long learning, evidence-based practice and professional growth in physical therapy practice.

1.8 Program Curriculum

Prerequisite Semester	Semester Credits	Lecture Credits/Lab Credits/ Practica
ENGL 1301 Composition and Rhetoric	3	3/0/0
BIOL 2401 Anatomy and Physiology I	4	3/3/0
1st Year, Fall Semester	Semester Credits	Lecture Credits/Lab Credits/ Practica
PTHA 1225 Communication in Health Care	2	1/2/0
PTHA 1301 The Profession of Physical Therapy	3	3/1/0
PTHA 1405 Basic Patient Care Skills	4	2/6/0
PTHA 1413 Functional Anatomy	4	2/6/0
BIOL 2402 Anatomy and Physiology II	3	3/3/0
1st Year, Spring Semester	Semester Credits	Lecture Credits/Lab Credits/ Practica
PTHA 2509 Therapeutic Exercise	5	3/6/0
PTHA 2201 Essential of Data Collection	2	1/4/0
PTHA 1431 Physical Agents	4	3/4/0
PTHA 1321 Pathophysiology for the PTA	3	3/1/0
PSYC 2314 Life Span Growth & Development	3	3/0/0
Summer	Semester Credits	Lecture Credits/Lab Credits/ Practica
PTHA 1266 Practicum	2	0/0/15
2nd Year, Fall Semester	Semester Credits	Lecture Credits/Lab Credits/ Practica
PHIL 2306 Introduction to Ethics	3	3/0/0
PTHA 2205 Neurology	2	2/1/0
PTHA 2431 Management of Neurological Disorders	4	3/4/0
PTHA 2435 Rehabilitation Techniques	4	3/4/0
2nd Year, Spring Semester	Semester Credits	Lecture Credits/Lab Credits/ Practica
PTHA 2239 Professional Issues (Capstone)	2	2/0/0
PTHA 2266 Practicum	2	0/0/15
PTHA 2267 Practicum	2	0/0/15
62 Credits total		

1.9 Course Description

PTHA 1225	Communication in Health Care	Communication theories and principles for optimal health care delivery. One hour lecture hour per week and two lab hours per week. Total contact hours:48. Credit: Two semester hours. Prerequisite: Admission to the program and ENGL 1301 and BIOL 2401. Corequisite: PTHA 1301, PTHA 1405, PTHA 1413
PTHA 1266	Practicum (or Field Experience) – Physical Therapist Assistant	Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. During this practicum, students will be introduced to the practice of the physical therapist assistant at a clinical setting. Six weeks of clinical training at 40 hours per week. Total contact hours: 240. Laboratory fee required. Credit: Two semester hours. Prerequisite: PTHA 1321, PTHA 2509, PTHA 1431, PTHA 2201, PHIL 2306.
PTHA 1301	The Profession of Physical Therapy	Introduction to the profession of physical therapy and the role of the physical therapist assistant. Three lecture hours per week and one lab hours per week. Total contact hours: 64. Credit: Three semester hours. Prerequisite: Admission to the PTA program. ENGL 1301 and BIOL 2401. Corequisite: PTHA 1405, PTHA 1225, PTHA 1413.
PTHA 1405	Basic Patient Care Skills	The application of basic patient handling, functional skills, communication, and selected data collection techniques. Two lecture hours and six laboratory hours per week. Total contact hours: 128. Credit: Four semester hours. Prerequisite: Admission to the PTA program, ENGL 1301 and BIOL 2401. Corequisite: PTHA 1301, PTHA 1225, PTHA 1413.
PTHA 1321	Pathophysiology for the PTA	Study of the pathophysiology of diseases/conditions encountered in physical therapy. Three lecture hours per week, one hour lab per week. Total contact hours: 64. Credit: Three semester hours. Prerequisite: PTHA 1301, PTHA 1405, PTHA 1225, PTHA 1413, and BIOL 2402. Corequisite: PTHA 2509, PTHA 2201, PTHA 1431, PTHA 1321.

- PTHA 1431 Physical Agents
- Biophysical principles, physiological effects, efficacy, and application of physical agents. Study of the therapeutic physical agents which emphasizes the indications, contraindications, medical efficacy, and physiological effects of treatments. Three lecture hours and four laboratory hours per week. Total contact hours: 112. Laboratory fee required. Credit: Four semester hours. Prerequisite: PTHA 1301, PTHA 1413, PTHA 1405, PTHA 1225, and BIOL 2402. Corequisite: PTHA 2509, PTHA 2201, PTHA 1321.
- PTHA 1413 Functional Anatomy
- The relationship of the musculoskeletal and neuromuscular systems to normal and abnormal movement. Study of human anatomy and its application to the motion of the musculoskeletal system as it relates to normal activities and dysfunctions. Integration of skills related to the kinesiological assessment of the human body. Two class hours and six laboratory hours per week. Total contact hours: 128. Laboratory fee required. Credit: Four semester hours. Prerequisite: Admission to the program. ENGL 1301 and BIOL 2401. Corequisite PTHA 1301, PTHA 1405, PTHA 1225.
- PTHA 2205 Neurology
- Study of neuroanatomy and neurophysiology as it relates to neurological conditions. Two lecture hour and one laboratory hours per week. Total contact hours: 48. Laboratory fee required. Credit: Two semester hours. Prerequisite: PTHA 1266. Corequisite: PTHA 2431, PTHA 2435.
- PTHA 2239 Professional Issues
- Discussion of professional issues and behaviors related to clinical practice; preparation for transition into the workforce. Topics address current events, skills, knowledge, attitudes and behaviors pertinent to the physical therapy occupation and relevant to the professional development of the student. This is the capstone course. Equivalent of two lecture hours per week. Total contact hours: 32. Credit: Two semester hours. Prerequisite: PTHA 2205, PTHA 1431, PTHA 2431 and PTHA 2435, PSYC 2314. Corequisites: PTHA 2266 and PTHA 2267.
- PTHA 2201 Essentials of Data Collection
- Data collection techniques used to assist in patient/client management. Study of assessment techniques used in physical therapy to prepare the physical therapist assistant to assist in physical therapy management of patients/clients. The student will perform assessment and data collection using techniques specific to physical

therapy; utilize data collected for decision making, and necessary to problem solving, in order to enhance physical therapy management; and utilize relevant communication techniques.. One lecture hours and four laboratory hours per week. Total contact hours: 80. Laboratory fee required. Credit: Two semester hours. Prerequisite: PTHA 1301, PTHA 1305, PTHA 1413, PTHA 1225. Corequisites: PTHA 2409, PTHA 1431, PTHA 1321.

PTHA 2266 Practicum (or Field Experience) – Physical Therapist Assistant

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. During this practicum, students will expand their clinical knowledge and experience. Six weeks of clinical training at 40 hours per week. Total contact hours: 240. Laboratory fee required. Credit: Two semester hours. Prerequisite: PTHA 2205, PTHA 2431, PTHA 2435, PSYC 2314. Corequisite: PTHA 2239.

PTHA 2267 Practicum (or Field Experience) – Physical Therapist Assistant

Practical, general workplace training supported by individualized learning plan developed by the employer, college, and student. During this final practicum, students perfect their clinical techniques, preparing them to enter the workforce. Six weeks of clinical training at 40 hours per week. Total contact hours: 240. Laboratory fee required. Credit: Two semester hours. Prerequisite: PTHA 2205, PTHA 2431, PTHA 2435, PTHA 2266, PSYC 2314. Corequisite: PTHA 2239.

PTHA 2431 Management of Neurological Disorders

Comprehensive rehabilitation techniques of selected neurological disorders. Advanced course integrating previously learned and new skills/techniques into the comprehensive care of patients with neurological issues. Three lecture hours and four laboratory hours per week. Total contact hours: 112. Laboratory fee required. Credit: Four semester hours. Prerequisite: PTHA 1266. Corequisite: PTHA 2205, PTHA 2431, PTHA 2435.

PTHA 2435 Rehabilitation Techniques

Comprehensive rehabilitation of selected diseases and disorders. Advanced course integrating previously learned and new skills/techniques into rehabilitation of selected long-term pathologies. Three lecture hours and four laboratory hours per

week. Total contact hours: 112. Laboratory fee required. Credit: Four semester hours. Prerequisite: PTHA 1266 Corequisite: PTHA 2205, PTHA 2431.

PTHA 2509 Therapeutic Exercise

Concepts, principles, and application of techniques related to therapeutic exercise and functional training. Three lecture hours and six laboratory hours per week. Total contact hours: 144. Laboratory fee required. Credit: Five semester hours. Prerequisite: PTHA. Prerequisite: PTHA 1301, PTHA 1413, PTHA 1405, PTHA 1225, and BIOL 2402. Corequisite: PTHA 1321 and PTHA 2205.

1.10 Knowledge of Program and college Policies and Procedures

The PTA Program abides by Tyler Junior College policies. The most current college policies are found at www.tjc.edu/StudentHandbook.

Students are expected to have a working knowledge of the content of the TJC PTA Program Policies and Procedures Manual, which is provided annually at the start of the fall semester. After reviewing the policy and procedure manual, students will sign and date the “Student Policies and Procedures Manual Agreement”, which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Program Policies and Procedures Manual is reviewed and revised annually by program faculty. To ensure all program policies are congruent with those of the College, the manual is reviewed annually by the Dean of Nursing and Health Sciences. Program faculty will consider input for manual revisions from students, college administration, PTA Program advisory committee members and college staff. When the changes are made after initial publication of each year’s Policies and Procedures Manual, PTA Program students and TJC administration will be notified of the updates

1.11 Course Grading

All lecture/lab and clinical education courses must be taken in sequence, except for general education classes that may be taken prior to the semester they are scheduled in the curriculum. A minimum grade of “C” is required in BIOL 2401, BIOL 2402 and technical

courses within the PTA Program Curriculum. GPA calculation is consistent with TJC with policy. The grading scale that will be used in the PTA Program is as follows:

A	89.5-100
B	79.5-89.4
C	74.5-79.4
D	59.5-74.4
F	Below 59.5

For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades. Failure to earn an average of 75% on exams, will result in a grade of F for the course.

Please refer to the Clinical Education Handbook and syllabi for grading of clinical education courses.

In order to receive full credit, all course assignments must be turned in on time. All course assignments must be turned in and must be college-level work in order to pass a course and progress in the program. Faculty will deduct points for late or unacceptable work per course syllabi. Exceptions will be considered on a case-by-case basis at the discretion of the faculty. If an assignment cannot be replicated, faculty will provide an alternate assignment. Assignments that are submitted more than 5 days late are required to pass the course and will be assessed but will not be awarded points.

If a student fails a third attempt of a practical exam, they will receive a grade of "F" for the course and not progress in the program.

1.12 Criteria for PTA Program Probation and Dismissal

A student enrolled in the PTA Program who does not meet the following criteria will be placed on program probation and subject to dismissal:

1. Individuals not meeting the satisfactory academic progress established by the College as written in the PTA Program Policies and Procedures Manual, Section 1.15.
2. The instructor may place a student on probation if the student attendance has not met the program attendance policy outlined in Section 3.4.
3. The student disciplinary procedure will be initiated due to substandard, unethical or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty. Program probation or dismissal may result for any of the following reasons:
 - a. Possession or use of alcohol or any mood-altering chemical on the premises of TJC or clinical education sites. This includes attending class or clinical education while intoxicated or under the influence mood-altering chemicals.

Students suspected of being under the influence of drugs by at least two TJC faculty members or clinical education faculty will be required to undergo drug testing at the expense of the student. A positive drug test will result in immediate dismissal from the program. Exceptions may be made on a case-by-case basis with appropriate documentation and at the discretion of the Program faculty.

- b. Unexcused and/or excessive absenteeism and /or falsification of sick time. Please refer to the attendance policy in Section 3.4 of the manual.
 - c. Grossly unethical or unprofessional behavior
 - d. Gross carelessness in regard to safety of patients or colleagues
 - e. Dishonesty, cheating, plagiarism or theft
 - f. Release of confidential information regarding patients and/or clinical education site personnel or activities
4. Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors or failure to meet the specific behavior levels by the defined target dates (outlined in Section 3.1) may result in program probation or dismissal.

1.13 Disciplinary Procedure

1. Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. A verbal warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's program file.
2. If the student's conduct and behavior do not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning is given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student file. There will be a deadline given for definite measurable improvement to be demonstrated by the student.
3. If satisfactory improvement is not demonstrated before the deadline, the PTA Program Director may place the student on PTA Program probation or dismiss the student from the Program.

1.14 Academic Integrity Policy

The PTA Program adheres to the Academic Code of Conduct for Integrity set forth in the TJC Student Handbook. Academic dishonesty or cheating includes, but is not limited to:

- Copying from another student's test paper and/or collaboration during a test or practical with any other person by giving or receiving information without authority; using materials during a test not authorized by the instructor.
- Stealing, buying, or otherwise obtaining all or part of an unadministered test/practical or information about said test.
- Selling, giving, or otherwise supplying to another student for use in fulfilling an academic requirement, any theme, report, term paper; or submitting as one's own, in fulfillment of an academic requirement, any theme, report, term paper, essay, or other work prepared totally or in part by another.
- Submitting nearly identical work that one has previously offered for credit in another course, without prior approval of the instructor.

When submitting any kind of work (including projects, exams, quizzes, or discussions), the student asserts that they have generated and written the text unless indicated otherwise by the use of quotation marks and proper attribution for the source. Submitting content that has been generated by someone other than the student, or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT is not permitted in this course. The student may use simple word processing tools to update spelling and grammar in assignments, but students may not use AI tools to draft work, even if edited, revised, or paraphrased.

Plagiarism and cheating in any form is subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or probation from the PTA Program.

1.15 Academic Progress

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

All PTA Program general education and technical courses must be completed with a grade of "C" or higher (or "pass" for pass/no pass credit courses). If students do not obtain a minimum grade of "C" in any course within the PTA Program curriculum, the student will be dismissed from the program.

Students must achieve a minimum of a 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any safety-related criteria results in a re-take of some or all parts of the practical examination, as determined by the instructor. Students must successfully pass the retake within 3 academic weeks of receiving notification of their original practical examination score. If a student obtains a score above 75% on

the first re-take of a practical examination, a maximum of 85% will be used for final grade calculation. A maximum of 75% will be recorded for the second re-take of a practical exam. Students will be allowed a maximum of two re-takes for a failed practical.

Towards the end of Semester II, students will be required to pass a comprehensive exam that assesses their level of knowledge required from all courses in the Prerequisite Semester, Semester I and Semester II. Students are given three attempts to pass this exam during the final three weeks of the Spring semester. If the student is unable to pass the exam, they will not be able to attend PTHA 1266 Practicum.

Students will be required to pass skill assessments in the last few weeks of Semester II and IV. These skill assessments are used to ensure students are prepared for safe and effective clinical practice. The emphasis of the skill checks is on content areas they may have not utilized in the previous semester. Students are given three attempts to pass each skill assessment with a minimum of 75%. If the student is unable to pass the skill assessment, they will not be able to attend the practicum in the upcoming semester.

- Skill Assessment in Semester II – MMT, Palpation, Transfers
- Skill Assessment in Semester IV – MMT, ROM, Palpation

For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades. Failure to achieve a 75% average on exams will result in an “F” in the course.

Students will be made aware of their progress through formative and summative feedback. During the didactic portion of the program, formative feedback will be provided through verbal feedback from the instructors, grades on quizzes, written assignments and skill checks. Summative feedback will be given through practical exams, written exams and grading of the final portfolio. Instructors are required to provide accurate and timely feedback for both formative and summative assessment. Feedback will be provided in a way that is compliant with privacy regulations.

Grades will be posted in the CANVAS learning management system in a timely fashion. Students will be able to keep track of their academic progress by accessing CANVAS as frequently as they choose.

Students will meet with a PTA faculty member who is assigned as their program academic advisor at least once per semester. During these sessions, student success will be discussed and strategies for improvement developed, if needed. During these sessions, the student will also perform a self-assessment of their Professional Behaviors using the Professional Behaviors Assessment Tool

1.16 Academic Grievance/Petitions

The procedure for Academic Grievance can be found in the Student Handbook on pp. 65-67 at the following link:

<http://www.tjc.edu/StudentHandbook>

Student complaints regarding the program should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA Program Director should be directed to the Dean of Nursing and Health Sciences. All complaints will be documented and kept on file at the program facility. Complaints regarding accreditation of this program should be addressed to the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is located at 3030 Potomac Ave, Suite 100, Alexandria, Virginia, 22305.

The Program upholds a standard of prohibition of retaliation following complaint submission.

1.17 Withdrawal

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. Students need to follow the TJC policies and procedures regarding program and course withdrawal, which can be found in the TJC Student Handbook.

1.18 Conditions for Readmission to the PTA Program

1. Students must meet all college and program admission requirements.
2. The student must request readmission to the program in writing.
3. Program faculty will determine the appropriateness for readmission on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels. If the student is applying to be readmitted during the first semester, they must complete the current application process and compete against new applicants for position in the Program. The student will need to explain why they were not successful during the initial attempt.
4. The student must follow the policies and procedures of the program which are consistent with academic year they are readmitted.
5. All courses in the PTA curriculum must be completed within a three-year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skills checks, practical exams and exams for new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. The student is responsible for maintaining the ability to satisfactorily perform all previously-learned skills. Demonstration of satisfactory performance will be required prior to readmission into the program by the student passing (with $\geq 75\%$) one comprehensive

written exam and a comprehensive lab practical exam for each of the courses in the curriculum prior to where the student will be re-entering. The student will also be required to demonstrate satisfactory performance of all skill checks in the curriculum prior to where the student will be re-entering. The student will have one attempt at the written exam, lab practical exams and skill checks.

8. A student is eligible for readmission into the PTA program one time only.

1.19 Graduation Criteria

Upon successful completion of the following criteria, Tyler Junior College will grant an Associate of Applied Science Degree with a major of Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of "C" for each course.
2. Clinical Education: Students are required to pass all clinical education courses.
3. Professional Behaviors: Students are required to demonstrate entry-level performance on all Professional Behaviors.

In order to qualify to participate in commencement, a student must have met all program requirements.

1.20 Transfer into PTA Program

Students wishing to enter the PTA program with credit earned at another institution will be awarded credit based on the following college and program policies:

Tyler Junior College Credit Transfer Policy

All successfully completed course work taken at an accredited college or university will be evaluated for credit toward a degree at Tyler Junior College. Consideration will be given for comparability of course work and applicability of that course work to a Tyler Junior College degree or certificate program. Credit will be transferred if:

1. An official transcript is received before the end of the student's first academic semester of enrollment.
2. Credit for courses in which a passing grade ("C" or better) has been earned may be transferred to TJC from colleges and universities.
3. The College will consider course work completed at colleges and universities outside the U.S. on an individual basis.
4. To complete the transcript evaluation process, the student may be required to document course learning outcomes from previous institutions.

Program Criteria

Students requesting transfer credit for previous PTA course work must:

1. Have credit earned in an CAPTE accredited PTA program
2. Provide an official transcript of all previous PTA course work sufficiently in advance of registration to allow for transcript evaluation.
3. Provided course description and syllabi for each course for which transfer credit is requested. (In order to determine comparability of content)
4. Pass comprehensive end of course exams for all courses for which credit is requested.
5. Demonstrate current mastery of all skills that require a “skills check off” in the Tyler Junior College PTA program.

1.21 Licensure

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. Licensure as a PTA in Texas is obtained through the Executive Council of Physical Therapy and Occupational Therapy Examiners. <http://www.ptot.texas.gov/>

1.22 Placement

Career Services is committed to providing support to our students and recent alumni in the life-long career development process. Career Services at TJC will accomplish this by:

- Facilitating career and self-exploration
- Helping students identify and participate in experiential learning opportunities
- Engaging students in the decision-making process
- Educating students and recent alumni on the professional job search process
- Developing and maintaining collaborations with alumni, faculty, the community and employers
- Creating a learner-centered environment by making services and resources available through technology

Program faculty will assist the student with career placement by having the student develop a portfolio including curriculum vitae and letter of application as well as take place in a mock interview during PTHA 2239 Professional Issue in the final semester of the program.

1.23 Field Trips and Off-Campus Laboratory Sessions

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips and off-campus laboratory sessions. The following procedures apply for off-campus experiences:

1. All TJC and PTA Program Policies and Procedures are applicable during the off-campus experience.
2. Students participating in field trips and off-campus laboratory sessions are required to sign the “Release and Indemnification Agreement for Adult Students”,

“Traveler Information Sheet “, “Medical Consent and Release Form” and “Participant Responsibility Form” prior to the activity.

3. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for part-time and full-time clinical experiences.

1.24 Student Retention

Due to the number of faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 20. If a PTA student is having any difficulty academically, they are encouraged to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA Program faculty want all students to succeed and are more than willing to help. In an effort to maintain high levels of student retention, students will meet with a PTA faculty member who is assigned as their program academic advisor at least once per semester. During these sessions, student success will be discussed and strategies for improvement developed, if needed.

1.25 Estimated Cost of the Program

The following is the estimated cost of the program using the 2021-2022 tuition/fee schedule:

In-District Tuition and Fees	\$9,205.00	
Out-of-District Tuition and Fees		\$12, 925.00
Books	\$1,050.00	\$1,200.00
Supplemental Items	\$600	\$600
Total Estimated Cost for 62 Credit Hours	<u>\$11,155.00</u>	<u>\$14,825.00</u>

Students may need to travel outside the Tyler Service District for some of their clinical education experiences. Therefore, the students need to be prepared to travel and obtain their own housing at their expense for clinical education experiences. There are no clinical education experiences outside of Texas.

II. Facilities and Services

2.1 Clinical Laboratory

Room 1.137 is utilized for lab work. There are open lab times scheduled each week where faculty will be in attendance. Open labs can be used for practicing PTA skills, for peer skill checks, and for skill checks with faculty. Open lab hours will be posted each semester.

It is the PTA Program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows
3. Put waste in available receptacles.

By taking a few minutes to do the above, the learning environment will be enhanced for all.

A faculty member will be present during all lab sessions and open lab hours. Modalities may not be accessed without the express permission of the faculty member present. All modalities will remain locked up when not being utilized for both safety and security concerns. Students are expected to report all damage or abuse of equipment to the faculty member present in the lab.

2.2 Lecture Rooms

The PTA Program shares classroom space with other programs in the School of Nursing and Health Sciences. Lecture room assignments may vary from class to class. Students will need to refer to the schedule to ensure they are at the correct lecture room at the assigned time.

2.3 Study Areas

The second floor of Vaughn library is a quiet place for individual study. The PTA lab may be used for group study when classes are not being held with PTA faculty permission or during open lab time. The Rogers Nursing and Health Sciences Building is also equipped with a study room located on the second floor of the Rogers Nursing and Health Sciences Center.

2.4 Student Records and Exam Copies

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts and correspondence. These files are maintained for all students and are stored in a locked file cabinet in the ACCE's office or the Program Director's office. Students may review the contents of their file during the ACCE or PTA Program Director's respective posted office hours. Information will be maintained for two years after graduation to assist faculty in providing employment references for students. After two years, portions of the files will be

scanned and the file destroyed. Scanned items will be kept on password protected computers or on a flash drive in the locked filing cabinet. Clinical Affiliation Agreements will be kept as long as current or a minimum of five years.

Department personnel files will be kept in a locked cabinet in the Program Director's office. Information from personnel files is released only to the faculty member themselves, Program Director or administrative staff.

2.5 Learning Support Services

The Department of Learning Support Services offers academic support to encourage student enrollment and participation on a continual basis until graduation is achieved.

Available Support includes:

- **Academic Success Lab** which provides access to computers, tutors, and professors in order for students to complete assignments and receive learning support/tutoring.
- **Learning Support/Tutoring** which provides FREE individual or group assistance to students who may have weak academic skills or to students who want to improve their grades.
- **TJC Writing Center (Vaughn Library, 2nd floor)** which is an on-campus facility that provides a supervised tutoring environment via one hour, one-to-one tutorials to any student regardless of type of written assignment or field of study.

2.6 Support Services

Support Services plans for and provides services for students with disabilities. Support Services is located on the 3rd floor of Rogers Student Center. The phone number for Support Services is (903) 510-2395.

Student Support Services helps students to stay in college until they earn their baccalaureate degree. Participants, which include disabled college students, receive tutoring, counseling and remedial instruction. Support Services provides a variety of services for students with special needs and capabilities through the following services:

Disability Services (ADA)

(Accommodations for students with disabilities)

Tyler Junior College welcomes students with disabilities who have the potential for academic success in the post-secondary educational environment. TJC is committed to providing qualified students with disabilities equal access to its facilities, activities and programs.

Section 504 of the Federal Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA) require that public colleges and universities provide

reasonable and appropriate accommodations for otherwise qualified students with disabilities.

Accommodations may include permission to tape record lectures, relocation of classes or programs to accessible locations, arranging special testing locations, the use of a sign language interpreter, etc. Accommodations are provided on an individual basis following presentation (by the student) and assessment (by the College) of documentation that confirms the presence of a disability that causes a substantial limitation as defined under Section 504 and the ADA.

Appropriate documentation of physical, learning, or psychological disability must be submitted before any accommodation can be arranged. The documents must confirm the presence of a disability that causes a substantial limitation in daily living as defined under Section 504 of the ADA. Documents may include school, physician, hospital, and/or psychological/educational testing reports. The student will then meet with the Director of Disability Services to complete Faculty/Staff Advisement Form. It is the student's responsibility to take the forms to the classroom faculty member and to inform that faculty member of the accommodations that are to be provided.

The deadline for applying for assistance with the Disability Services office is four weeks prior to the beginning of the initial semester of enrollment, to allow adequate coordination of services. The deadline for applying for subsequent continuous semesters of enrollment is two weeks prior to the start of regular college registration for that semester. Four weeks is needed if interpreters, readers, scribes, or modified equipment is needed. Applying after the above deadlines may result in a delay of the request for accommodations for the semester.

TRIO Program

TRIO is a program designed for students who have special academic, educational, or economical needs, or who are the first members of their family to earn a college degree.

Crisis Counseling

Our goal is to provide professional counseling services to students who feel that emotional events in their life are causing such disruption that it threatens continuation of their academic pursuits. Our primary charge is to manage the situation through intervention and referral services such that restabilization is achieved.

Tutoring

The Apache Tutoring Center offers content clarification tutoring in a variety of subjects for appointments and drop-ins, writing assistance for any essay or paper for any class, and learning support in reading comprehension and study skills. All tutors have been training and are eager to help students succeed in college. Our purpose is to equip students with learning tools so they can be self-sufficient learners for the rest of their lives. To schedule

an appointment, call 903-510-2577. The Apache Tutoring Center is located on the 2nd floor of the Vaughn Library.

2.7 Library

The Vaughn Library at TJC has a variety of holdings appropriate for the PTA Program. In addition to these, we provide access to online databases such as CINAHL and MEDLINE that provide full text access to a number of journals. There is also a subject guide for the PTA Program that provides information on resources available to both students and faculty. The link for this is <http://libguides.tjc.edu/pt>.

2.8 Computer Use

Computer access is available in the library and in other computer labs throughout the college. Please refer to the TJC Student Handbook for appropriate computer use guidelines.

2.9 Resources – Written and Audiovisual

Students are encouraged to utilize their APTA membership to search for articles through the APTA website.

Articles that may be especially helpful to students will be posted on the CANVAS under the coordinating course or placed in the library on hold.

Program faculty may allow students to borrow books and other materials from their personal libraries. Students should follow borrowing procedures set up by the individual faculty member and return the materials promptly.

2.10 Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at TJC. Care of this equipment is essential and students are requested to leave the equipment in good repair. If problems arise during the use of equipment, it should be reported immediately to a PTA Program faculty member. Students may not remove equipment from TJC under any circumstances.

III. Program Policies and Procedures

3.1 Professional Behaviors

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings. Guidelines for these standards are as follows:

1. Professional Behaviors (Appendix)

Ten specific Professional Behaviors (critical thinking, communication, problem solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management and commitment to learning) are assessed throughout the PTA Program curriculum. PTA Program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.

Expected Professional Behavior levels are:

- a. End of Fall, Year 1: All Professional Behaviors at least beginning level
- b. End of Spring, Year 1: 50% of Professional Behaviors at intermediate level or higher
- c. End of Fall, Year 2: All Professional Behaviors at least intermediate level
- d. End of Spring, Year 2: All Professional Behaviors at entry level

Faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be maintained in digital files. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty. If a student is not demonstrating professional behaviors at an appropriate level, they will need to complete the Professional Behaviors Remediation Form. Students are expected to show significant improvement in professional behavior by the end of the current semester. Serious deficits in professional behavior without significant improvement may result in program academic probation or dismissal.

Students will be required to upload proof of immunization, CPR certification, background checks, drug screening, etc. into EXAAT by deadlines at various points

throughout the program. Failure to complete these tasks by the assigned deadlines is considered below beginning level of the behavior Professionalism (see appendix *Professional Behavior Assessment Tool*). Therefore, failure of a student to meet a submission deadline, will result in a 3-point deduction from the final course grade of a course containing the objective related to Professional Behaviors in the related semester(s). Exceptions to this policy will be considered on a case-by-case basis. If the student has an extenuating circumstance that prevents on-time submission into EXAAT by the deadline, they must email the ACCE at least 3 days prior to the deadline. Continued failure of a student to submit required documents may result in academic probation or dismissal from the Program.

Objectives related to professional behaviors are found in the following courses: PTHA 1301, PTHA 1431, PTHA 1266, PTHA 2435, PTHA 2266 and PTHA 2267

2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

This document is available on the APTA website. www.APTA.org and in the Appendix.

3.2 Professional Appearance

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors during lecture, lab, skill checks, practical exams, practicums and field trips:

- a. No hats
- b. Trimmed, clean nails. Nail length not to extend past tip of finger.
- c. No brightly colored fingernail polish
- d. No excessive jewelry
- e. No excessive make-up
- f. No visible face or mouth jewelry/piercings other than small earrings located in ears
- g. No offensive body odor
- h. No strongly scented lotion or perfume
- i. Neat, clean, appropriate clothing
- j. Hair neatly groomed, a natural color and out of face
- k. Any offensive, visible tattoos must be covered during practical exams, practicums, field trips and clinical education experiences.
- l. Facial hair must be neatly groomed and not interfere with the effectiveness of personal protective equipment that is worn

PTA Program Dress Code

1. Lecture – Black or khaki full-length slacks with PTA Program polo shirt, Cherokee Brand hunter green scrubs, hunter green scrub pants with program T-shirt.
2. Lab – Cherokee Brand hunter green scrubs or solid color athletic wear such as leggings, shorts, tank tops, sports bras and t-shirts. Clothing must be in good condition, with no rips, holes, stains and cannot be cut-offs. Students must come prepared to each lab session to reveal the entire treatment area. Sports bras, camisoles, tank tops etc. are recommended for modesty. For PTHA 1225 or PTHA 1301 lab sessions, students may wear the approved lecture or lab attire.
3. Field trips or guest lectures – Program polo shirt and black or khaki slacks
4. Clinical education experiences – Designated by the clinical education site.

Students are expected to adhere to the PTA Program dress code during all class sessions including lecture, lab, and field trips. The first incident of failure to adhere to the PTA Program dress code will result in a warning and written documentation in the student's file. Further violations will result in written documentation and 2 points deducted from the final grade for each lab and lecture session for which the dress code is not followed.

Exceptions to the PTA dress code may be made for religious, cultural or medical reasons. Please refer to the TJC PTA Program Clinical Education Handbook for information on professional appearance behaviors expected during clinical education.

In accordance with the Student Handbook, students must wear their TJC identification while on campus. ID may only be removed if it interferes with laboratory activity in which the student is actively engaged.

3.3 Food and Beverages

Food and beverages are allowed in the PTA Program Laboratory during breaks and open lab time. Students are responsible for properly disposing of waste.

3.4 Attendance Policy

RATIONALE

1. Physical Therapy is a discipline which requires acquisition of knowledge and practical skills along with organizational and personal capabilities. Learning experiences in the PTA Program are arranged sequentially, to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the curriculum includes opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated and attendance is a professional responsibility.

2. In order to meet the program objectives and to comply with accreditation standards, the PTA curriculum consists of classroom, laboratory and clinical experiences. A critical element that influences students' success is attendance in all areas.
3. Punctuality, consistent attendance, and the student's complete diligence in participating with patient care are key factors to the successful completion of this program as well as to securing employment.
4. Students who miss clinical experience are in jeopardy of missing opportunities to meet course objectives and subsequently achieving passing grades.
5. The student is responsible for obtaining information and completing assignments given during an absence.

POLICY FOR CLASS AND LAB

1. Students are expected to attend all classes. Instructors will keep a record of each student's attendance at each class. Absences will be considered excused, at the discretion of the Program Director, only if they are for extenuating and unavoidable situations. In most situations, documentation will be required to have the absence excused. Students are allowed one absence (lab and lecture will be recorded as separate absences) per course per long semester that is not excused. After that time, the student will receive a three-point deduction from the final grade for each lab and lecture session missed per course. All coursework missed during an unexcused absence will result in a score of ZERO.
In the case of an unexcused absence from a written exam or practical exam, the student must take the exam the day of the original exam at a time appointed by the instructor. The student may be required to take an alternate version of the exam. A 15-point deduction will be taken from the grade on the practical or written exam. This allowance will only be allowed once per semester. A second unexcused absence in a semester for a written or practical exam will result in a score of ZERO. An unexcused absence at the time of a written exam or practical exam that is not completed on the original day it was scheduled will result in a ZERO.
2. Students who have two absences or one absence and three tardies will be counseled by the instructor prior to being sent to the Program Director. Excessive absences, no matter the reason, may result in a professor-initiated withdrawal from the course, if the professor determines failure is imminent.
3. In the case of an absence, the student is expected to notify the instructor prior to the start of class. Failure to notify an instructor of an absence or tardiness > 15 mins prior to the start of the class will automatically result in an unexcused absence. If the instructor is not available, a message should be left with another member of the

PTA faculty. The instructor will decide the time and method of make-up examinations on an individual basis. Messages sent by other students are not acceptable. The student is responsible for notifying the instructor of the reason for the absence

4. Students are expected to be punctual. Three tardies constitute one absence. Tardiness past 15 minutes is considered an absence.
5. All lecture and lab sessions are equally important and must be attended for the entire class time. Even though professors may complete lessons early, the class is not dismissed until the professor announces dismissal. Partial attendance without special permission from the course director is considered an absence.
6. In the event of an excused or unexcused absence, any assignments, papers and projects that were due the day of the absence must be submitted electronically at the same time the assignment would have been submitted in person.
7. Class days missed due to inclement weather will be made up as appropriate.
8. Students are not assessed absences when representing Tyler Junior College at official functions. Any assignments, papers or projects must be submitted by the original due date and time.

ATTENDANCE POLICY FOR EXAMS

ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY. Any student absent from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reasons must be discussed with the instructor before the time of the scheduled examination, or be brought about by a very serious, verifiable circumstance. All make up examinations must be taken no later than one week after the student returns to class. In the case of an unexcused absence from a written exam or practical exam, the student must take the exam the day of the original exam at a time appointed by the instructor. The student may be required to take an alternate version of the exam. A 15-point deduction will be taken from the grade on the practical or written exam. This allowance will only be allowed once per semester. A second unexcused absence in a semester for a written or practical exam will result in a score of ZERO.

ATTENDANCE POLICY FOR THE CLINICAL PRACTICUMS

1. Clinical instructors or supervisors at the facility and the ACCE must be notified of the absence prior to the assigned reporting time.
2. After two absences from a clinical experience, students will be required to complete a consultation session with the ACCE. Depending on the location of the clinical experience, this may take place via phone conference.
3. All absences from clinical experiences must be made up at a time convenient to the facility, clinical supervisor, and the PTA Program faculty and agreed upon by the

student. A "Class/Clinical Absence Form" must be completed upon returning to class. (See Forms Section Class/Clinical Absence Form)

EXCUSED ABSENCES

The faculty recognizes that situational emergencies and illnesses may occur. In addition, military duty may require the student to be absent. In these cases, documentation will be requested by the instructor or program director to verify the reason for the absence. Evidence such as a physician's note or copy of military order. Students must call the instructor at the PTA office as soon as the absence is anticipated.

MAKE-UP WORK

Students are responsible for meeting all required course assignments - i.e. papers, tests, clinical assignments - despite absence from class, labs or clinical. This includes assignments for all absences. The STUDENT is responsible for getting notes from other students and contacting the instructor who will determine the manner in which missed assignments will be made up. Make-up exams must be taken within one week after the student returns or at the discretion of the instructor. Make-up exams may not be the same as the original exam and may include essay questions, oral exam, fill in the blank, etc. (See Forms Section Request for Taking a Missed Exam Form)

If it becomes necessary to add/drop a course or withdrawal from a course, it is the student's responsibility to complete the college's approved withdrawal process as outlined in the current TJC catalog. Students must schedule co-requisite courses so they do not conflict with required PTA classes, labs, and clinical education experiences.

If the student does not initiate course withdrawal with their academic advisor and instructor, the student will be considered an enrolled student in the course and will receive a grade appropriate for what grade was achieved while enrolled.

A student may request a leave of absence from the program, but must document their request in writing at least eight weeks ahead of time if possible and submit their request to the PTA Program Director. A leave of absence is limited to one year after which the student must petition to be readmitted to the program.

3.5 Rescheduling of Classes

On occasion classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director and staff coordinator for the School of Nursing and Health Sciences. The staff technician will post a class cancellation notification for students outside the scheduled classroom. The Program Director or other faculty member will notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.)

3.6 Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. Students will be given time at the end of class to dress.
2. Changing areas are the respective estrooms located near the PTA Program Lab.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for certain lab activities. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTAs during practice sessions. STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA. Privacy will be respected and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Students will be expected to assist with the laundering of linens on campus on a rotating basis as assigned by the instructor. Treatment tables and stools should be returned to their proper place.

7. Students who know that they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.

3.7 Program Safety and Security

1. All classroom and lab equipment is property of Tyler Junior College and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision.
4. All lab equipment and supplies must be returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
5. PTA Program students must maintain up-to-date adult, child, and infant CPR certification for health care providers
6. Students will follow college policies in the event of a building evacuation. These policies can be found in the TJC Crisis Management Plan. A copy of this plan will be kept in the PTA Program Laboratory.
7. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the PTA Program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
8. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education experiences, and service learning projects, are the responsibility of the student.
9. Equipment user manuals are kept in the PTA Program Laboratory.
10. In accordance with College policy, students must wear their lanyards.

3.8 Skill Checks

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill checks are done in two different ways. First, two peer skill checks must be completed with two different lab partners. The results of the peer skill checks must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor or lab assistant will be performed during scheduled course labs, if there is time, or during open lab times. The score earned with the course instructor must be 75% or higher or the skill check must be retaken.

Skill checks contain safety elements of PTA skills that must be completed in order to pass the skill check. If a student fails any safety element, they automatically fail the skill check and must retake it. Faculty members will not cue students during skills checks.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. If a student fails to complete a skill check prior to a practical exam, they will receive a 0 for their first attempt on the practical exam. Exceptions to this policy are made for excused absences or lack of access to materials. If a student believes they will not be able to complete a skill check prior to a practical exam, they must notify the course instructor at least 24 hours prior to the practical exam.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill, and are expected to maintain their competence through regular review of the skill.

3.9 Practical Exams

Practical Exams are used to assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's plan of care. Practical exams require the student to demonstrate higher levels of clinical reasoning and often utilize patient scenarios. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken up to two times if a 75% score is not achieved. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 85% after the first re-take and a maximum of 75% on the second re-take. Two PTA Program faculty members will be present for the practical exam if a 2nd practical examination

retake is required. Students must demonstrate a 75% on either the initial practical exam or during an exam retake to pass the course. If a student fails a third attempt of a practical exam, they will receive a grade of “F” for the course.

Students will receive detailed instructions and a score sheet at least one week prior to scheduled practical exams. Students will also be required to have been signed off on two peer skill checks and one faculty skill check prior to taking the practical exam.

Faculty members will not cue students during practical exams. Unsafe behavior during a practical exam will result in immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

3.10 Insurance

TJC and clinical education sites do not provide health insurance to students. It is advised that students carry their own health insurance during the program including all full-time clinical education experiences. Some clinical sites require students to carry health insurance while performing a clinical experience at their facility.

Tyler Junior College has obtained a Secondary (Excess) Student Accident Insurance policy in the event that a student is injured during a covered school event and will require outside medical treatment. This policy is designed to cover any remaining balances of expenses related to a covered injury/accident that are not covered by the student primary insurance (including co-pays, deductibles, coinsurance, etc.) and left to patient responsibility. In the event of an injury, contact the instructor or Program Director.

All students annually purchase professionally liability insurance through TJC that provides liability coverage for unintended injury to patients or other students during on and off campus educational experiences. The insurance is paid as part of student fee for health care coursework.

3.11 Immunizations and Health Screening

Students enrolled in a Nursing and Health Sciences Program at TJC participate in clinical training as an essential element of their studies. To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, the College requires all students enrolled in a the PTA Program to provide dates of current immunization against certain vaccine preventable diseases, and the date and results of current tuberculosis (TB) screening before the student is eligible to participate in clinical training, unless an exception applies.

On the Immunization Record, students will provide dates of current immunization against tetanus-diphtheria, rubella, and rubella/mumps; evidence of chickenpox immunity via titer or immunization series; and titer for Hepatitis B.

The College will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws. The student immunization record will be maintained for two years from the date of graduation or last date of attendance.

3.12 PTA Program Equipment Testing

All electrical equipment owned and used by the TJC PTA Program will be annually inspected and labeled by qualified biomedical personnel.

A qualified biomedical engineer will be scheduled to visit annually before the start of spring semester. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, repair as needed.

Non-electrical equipment (treatment tables, wheelchairs, crutches, etc.) will be inspected annually by the PTA Program Faculty. Repairs will be made or arranged by the program as needed.

Any real or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

3.13 Personal Property and Valuables

Tyler Junior College and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. In case of theft, contact Campus Police at (903)510-2222.

3.14 Medical Emergency in the Classroom

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are listed:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or college staff. If appropriate, call for medical assistance (911) or have someone else call 911 then Campus Police at (903)510-2222.
2. Assess vital signs and begin CPR if appropriate
3. A first aid kit is located in the PTA Program Laboratory.

3.15 Financial Aid

To assist students in meeting college costs, TJC offers a comprehensive program of student financial aid. For more information on eligibility and application procedures, inquire at the Financial Aid Office located in White Administration Bldg and refer to the current TJC Student Handbook.

3.16 Confidentiality/Data Privacy

Tyler Junior College has designated that certain data is considered public or private data. Please see the TJC Student Handbook for details on this policy.

In keeping with TJC's Student Handbook, the PTA Program will maintain privacy/confidentiality in the following manner:

1. Final grades for each class are posted on Apache Access, the TJC Web portal for students. Grades are not mailed. To check grades, students log in to Apache Access at <https://myapacheaccess.tjc.edu/cp/home/displaylogin>.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students
4. Clinical faculty must follow the privacy policies of TJC and the PTA Program.
5. Requests for student information from any government agency will be referred to the Registrar's Office
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPAA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test prior to their first clinical education course.

3.17 Standard Precautions

Information on "Standard Precautions" will be provided in the 1st semester of the program in Basic Patient Care Skills and during the 2nd semester of the program in Pathophysiology. Content includes but is not limited to:

- a. HIV
- b. Hepatitis B
- c. Universal Precautions/Infection Control
- d. Chain of Infection
- e. Proper Hand Washing Technique

All students must demonstrate satisfactory understanding of this information by passing a test which includes content on standard precautions during PTHA 1305 Basic Patient Care Skills.

3.18 OSHA Regulations

A listing of all hazardous substances found at TJC can be found at: [TJC MDS Master Database](#) . MDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in the lab in the cupboard marked “MDS”. This notebook will be updated annually. During the program orientation, students will be notified of the location of the MSDS binder and its contents.

3.19 Laundry Usage

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again if clean.

3.20 Electronic Devices

All cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if you need one on due to childcare, etc.) during lecture and lab periods. Cell phones and other electronic devices must be turned off during off campus labs and during field trips. You will have opportunities to check your phone for messages during scheduled breaks or between classes. If you have an emergency situation where you are waiting for a call, let the instructor know this before class. In case of emergency, your family may contact you through the staff technician for the School of Nursing and Health Sciences at (903) 510-2130. Calculators may be allowed for specific quizzes/tests/exams. Palm pilots or other internet, recording, or messaging devices of any kind are not allowed during testing. Audio or video recording of lectures, laboratory sessions, etc. may only be performed with the expressed permission of the instructor.

3.21 Informed Consent

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign a consent form prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Consent forms will be kept on file in the PTA Program Director's office.

3.22 Photography/Videotaping

PTA students, on occasion in classroom and laboratory settings will be simulating a work environment and will practice on one another. During this time you may be videotaped or have digital pictures taken of you, both of which will be used only for educational purposes. You will be asked to sign a permission form to allow videotaping and digital photography at the start of the first semester of the PTA Program. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent.

Students are not allowed to photograph, video or audio record fellow students, faculty members, clinical instructors, patients or guest lecturers without formal and/or written consent from the individual for the specific encounter. Violations of this will result in disciplinary action.

3.23 Background Studies and Drug Screenings

Criminal conviction may prevent a student from being placed in a clinical education site or from obtaining licensure as a physical therapist assistant. All students will be required to undergo a background check prior to enrollment in the program. Background checks and drug screenings may be repeated, at the expense of the student, prior to clinical education experiences at the request of the clinical affiliation site. If a student enrolled in the program is charged with a criminal offense, they must report it to the Program Director within 2 weeks. Failure to do so may result in dismissal from the program. The student will be required to undergo a criminal history evaluation by the Executive Council of Physical Therapy and Occupational Therapy Examiners at the student's expense.

An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the clinical affiliation site and/or the Executive Council of Physical Therapy and Occupational Therapy

Examiners, will not be permitted to participate in a clinical placement and continue in the program.

3.24 Lab Infection Control

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent at least once a week
2. Soiled linen will be placed in the linen hamper
3. The hydrocollator will be cleaned a minimum of every six months, per the hydrocollator cleaning procedure located in the PTA Lab.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

3.25 Drug and Alcohol Use

Consumption of alcohol and drugs is inconsistent with a good learning experience. Students who come to the class after having ingested alcoholic beverages will be required to leave class and refer to the TJC Police for disposition. An unexcused absence will be recorded. Students will not drink alcoholic beverages while performing clinical experiences; nor at any time wearing the TJC uniform. Students shall not perform clinical experiences while under the influence of any drug that impairs performance, whether drugs be prescription or over-the-counter. Students shall not be under the influence of any illegal drug. An instructor who has reason to believe that a student is under the influence of either alcohol or drugs, during class or practical experiences, will confer with another instructor regarding the situation. If both instructors are of the opinion that the student's behavior reflects alcohol or drug impairment, the student will be asked to leave the classroom or clinical experience. The incident will be documented in writing by both instructors and submitted to the Dean of Nursing and Health Sciences for appropriate disciplinary action.

3.26 Use of Volunteers

1. Instructional assignments

- A. All students/faculty who wish to incorporate a volunteer into classroom activities or as part of a class assignment (excluding clinical education experiences) must provide the instructor of record with a signed Consent to Participate and/or Photo/Videography Release forms.
- B. All students must receive prior approval for any media (audio, video, photographic) which incorporates volunteers who are **or** are not TJC faculty, staff or students enrolled in the Physical Therapist Assistant program.
- C. All students will utilize the Physical Therapist Assistant Program Consent to Participate and/or Tyler Junior College Photo/Videography Release forms when obtaining written consent from volunteers.
- D. For volunteers who are minors, the Physical Therapist Assistant Program Participation by a Minor Consent Form and/or Tyler Junior College Photo/Videography Consent Form – Minor must be completed by the parent or guardian.

2 Media Developed within Program

- A. All media developed as a result of program assignment activities which include photos of students or other persons shall obtain written consent and will become the sole property of the Physical Therapist Assistant Program/ Tyler Junior College.
- B. Prior to the presentation of the media developed as a result of PTA Program assignments, the student will submit the media and the signed consent form(s) to the course instructor.

Consent forms will be kept in a locked filing cabinet in the Program Director's Office or on digital files by Program Director.

3.27 Community Service Requirements

Performing community service is an expectation a vital part of professional development and in compliance with the APTA's *Standards of Ethical Conduct for the Physical Therapist Assistant*.

All students enrolled in the PTA Program are required to complete 4 hours of community service per semester (Fall and Spring). The hours must be completed in activities related to the PTA Program and must be approved by the Dept. Chair prior to completion. Activities that are automatically approved include the following events:

- 1) Amtryke build or giveaway
- 2) Ramp build
- 3) TJC's Tri My Best Triathlon
- 4) Alzheimer's Alliance
- 5) SPTA Trash Pick Up

Only the time actively engaged in service will count toward the 4-hour requirement. (Do not count transportation or break time).

Community Service Verification Form

Students will complete the Community Service Verification Form and upload it to CANVAS under the Community Service Module of PTHA 0900. If multiple students are participating in a single event, please have the supervisor complete one form. Each student will be responsible for uploading a scanned copy of the document under the student's individual assignment portal.

Application of Hours

Hours completed from July to the last day of the fall semester will be applied to fall community service requirements. Hours completed from the start of Winter Break to the last day of the spring semester will be applied to spring community service requirements.

Penalty for Lack of Completion of Community Service

If a student fails to complete 4 hours of approved community service each semester, they will be placed on probation for the Program. Students on probation will have until the fourth week of the following semester to complete the remaining community service hours from the previous semester. Failure to complete the hours by the probation deadline will result in the student being dismissed from the Program. A student may not be placed on probation two semesters in a row. Failure to complete community service hours by the end of the semester for two semesters in a row will result in dismissal from the Program.

Appendix

American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

Preamble

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

Standards

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

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

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

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

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

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

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

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

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

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

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

3C. Physical therapist assistants shall make decisions based upon their level of competence and

consistent with patient/client values.

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

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

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

Professional Behaviors Assessment Tool

Student Name _____ Date: _____

- Directions:**
1. Read the description of each professional behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
 4. At the end of each semester:
 - a. Using a highlighter, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
 - c. Place an “x” along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
 6. Sign and return to Program Director

1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

<p>Beginning Level: Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience</p>	<p>Intermediate Level: Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions</p>	<p>Entry Level: Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected</p>
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Specific Example: Place an “x” on the visual analog scale
 B _____ I _____ E

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

<p>Beginning Level: Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately</p>	<p>Intermediate Level: Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic)</p>	<p>Entry Level: Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently</p>
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Specific Example:	Place an “x” on the visual analog scale
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	B I E
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3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

<p><i>Beginning Level:</i> Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes</p>	<p><i>Intermediate Level:</i> Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions</p>	<p><i>Entry Level:</i> Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>
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4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<p><i>Beginning Level:</i> Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p>	<p><i>Intermediate Level:</i> Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate</p>	<p><i>Entry Level:</i> Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>
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<p><i>Beginning Level:</i> Abides by all aspects of the academic program policies and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</p>	<p><i>Intermediate Level:</i> Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession</p>	<p><i>Entry Level:</i> Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups</p>
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Specific Example:	Place an “x” on the visual analog scale _____ B I E
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7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level: Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness	Intermediate Level: Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback	Entry Level: Independently engages in a continual process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning styles
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Specific Example:	Place an “x” on the visual analog scale _____ B I E
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8. Effective Use of Time and Resources: The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level: Comes prepared for the day’s activities& responsibilities; Identifies resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self- identifies and initiates learning opportunities during unscheduled time	Intermediate Level: Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines	Entry Level: Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities
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Specific Example:	Place an “x” on the visual analog scale <hr style="width: 80%; margin: 0 auto;"/> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> B I E </div>
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9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

<i>Beginning Level:</i> Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations	<i>Intermediate Level:</i> Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors	<i>Entry Level:</i> Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others
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Specific Example:	Place an “x” on the visual analog scale <hr style="width: 80%; margin: 0 auto;"/> <div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;"> B I E </div>
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10. Commitment to Learning: The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

<i>Beginning Level:</i> Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies	<i>Intermediate Level:</i> Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and re-evaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice	<i>Entry Level:</i> Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas
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Specific Example:

Place an “x” on the visual analog scale

B I E

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

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

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Tyler Junior College
Physical Therapist Assistant Program
Essential Functions for Physical Therapist Assistant Students

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 10-27 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to blood-borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 3 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an individual.
7. Demonstrate good standing and unsupported sitting balance.
8. Demonstrate good finger dexterity

- 9. Coordinate verbal and manual instructions**
- 10. Communicate effectively with a variety of people through written verbal, and nonverbal methods.**
- 11. Use hands repetitively**
- 12. Shift weight in sitting or standing**
- 13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.**
- 14. Reach above shoulder level.**
- 15. Kneel, kneel-stand, and half kneel.**
- 16. Use equipment that emits electrical, ultrasonic, and thermal energy.**
- 17. Physically move and transfer patients**
- 18. Discriminate between right and left sides of the body and extremities.**

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (903) 510-2544. Individuals with disabilities may request reasonable accommodation or information by arranging an appointment with the Director of Disability Services. An appointment can be scheduled by calling (903) 510-3056.

Physical Therapist Assistant Program Essential Functions Verification

**Essential Function Student Signature Page to be Completed Before
Program Entry**

Yes No I have read and I understand the Essential Functions
relative to the Physical Therapist Assistant Program.

Yes No I am able to meet the Physical Requirements of the PTA
Program as specified and do not require any reasonable accommodation to
meet these requirements at this time.

_____ (✓) I require the following reasonable accommodation(s) to meet
the Physical Requirement standard as specified:

Printed Name of Student

Signature of Student

Date

EEO/Statement of Non-discrimination: Tyler Junior College gives equal consideration to all applicants for admission, employment and participation in its programs and activities without regard to race, color, religion, national origin, gender, gender identity, gender expression, sexual orientation, age, marital status, disability, veteran status or limited English proficiency (LEP). Tyler Junior College respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination including sexual harassment and sexual violence.

Tyler Junior College

Physical Therapist Assistant Program

PTA PROGRAM POLICY AND PROCEDURE MANUAL AGREEMENT

I have received and read the Policy and Procedure Manual for the Physical Therapist Assistant Program at Tyler Junior College. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Director reserves the right to alter policies, procedures and content.

Student Name (Please Print)

Signature

Date

TYLER JUNIOR COLLEGE

**Student Statement of Understanding and Release
Nursing and Health Sciences Program**

I, _____, am a student in a Nursing and Health Sciences program at Tyler Junior College.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the health and human services program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a bloodborne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health

Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.

4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.

5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.

6. That I hereby release and hold harmless Tyler Junior College, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the health division program, whether caused by the negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Student Name _____
(Please Print) Major _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

**WAIVER OF LIABILITY, ASSUMPTION OF RISK,
AND INDEMNITY AGREEMENT – ON/OFF CAMPUS ACTIVITIES**

TYLER JUNIOR COLLEGE

Waiver: In consideration of being permitted to participate in the _____
_____(Program/Activity), I, for myself, my heirs, personal
representatives or assigns, **do hereby release, waive, and discharge** TYLER JUNIOR COLLEGE
and WAIVER OF LIABILITY, ASSUMPTION OF RISK,
AND INDEMNITY AGREEMENT – ON/OFF CAMPUS ACTIVITIES their officers,
employees, agents, successors and assigns from liability **for any and all claims, demands,
actions, causes of action, judgments, damages, expenses and costs, (including attorney fees)**
due to negligence or accidentally resulting in personal injury or illness (including death), and
property loss which arise out of, result from, occur during, or are connected in any manner with
my participation in the Program/Activity.

Assumption of Risk: Participation in the Program/Activity carries with it certain risks that
cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from
one activity to another and include but are not limited to 1) minor injuries such as scratches,
bruises, and sprains; 2) major injuries such as eye injury or loss of sight, joint or back injuries,
heart attacks, and concussions; and 3) catastrophic injuries including paralysis and death.

**I have read the previous paragraphs and I know, understand, and appreciate these and other
inherent risks. I hereby assert that my participation is voluntary and I knowingly assume all
such risks.**

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD HARMLESS TYLER
JUNIOR COLLEGE and their officers, employees, and agents from any and all claims, actions,
suits, procedures, costs, expenses, damages and liabilities, including attorney's fees which arise
out of, result from, occur during, or are connected in any manner with my participation in the
Program/Activity.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumed
risk agreement is intended to be as broad and inclusive as is permitted by the Laws of the
State of Texas and that if any portion thereof is held invalid, it is agreed that the balance shall,
notwithstanding, continue in full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk and
indemnity agreement, fully understand its terms, and **understand that I am giving up my
rights, including my right to sue.** I acknowledge that I am signing the agreement freely and
voluntarily, and **intend by my signature to be a complete and unconditional release of
liability** to the greatest extent allowed by law.

(Print Name)

(A#)

(Sign Name)

(Date)

Signature of parent/guardian (if student is under the age of 18)

HIPAA Confidentiality Agreement

The faculty at Tyler Junior College acknowledges the extreme Importance of confidentiality with respect to the affairs of all patients In all clinical agencies. In light of this acknowledgment, each student agrees to keep confidential all Information acquired pertaining to any clinical agency and any related activities In the course of clinical education. This commitment to confidentiality includes:

- Any Information regarding the patient, the patient's family, or health Issues related to the patient
- The use of social media in any way to discuss patient care or experiences on affiliations. This Includes positive or negative comments regarding patients, clinicians, your CI or experiences. At all times, HIPAA regulations must be followed.
- Information regarding the strategic plan, programs, and process toward meeting goals in the agency plan
- Issues related to legal, moral, and regulatory responsibility for the oversight of patient quality. This includes Information regarding appointment and reappointment of professionals to the medical staff; information included in quality reports and statistical data regarding the agency's clinical services and patient care; risk management and malpractice Information; and individual professional performance and reviews of attitudes and opinions from those who work for the agency
- Financial information including annual budgets, revenues, expenses, long-term capital expenditure plans and equipment purchases, and information regarding the agency's financial condition such as debt, liquidity, return on Investment, profitability, and other financial data
- Employment information Including employee salaries, employment agreements, and terms and conditions of employment

It is particularly important that the student recognizes the sensitivity of Information regarding medical recruitment plans, capital decisions, real estate purchases or decisions regarding closures, mergers, and other strategic plans that may have impact on the agency's competitive position relative to other health care providers (both institutional and individual) in the service area.

Signature

Date

Print Name

**Tyler Junior College
Physical Therapist Assistant Program
CONSENT TO PARTICIPATE**

I, _____ agree to participate in the Physical Therapist Assistant Program's educational activities to include **demonstrating my physical abilities, assessing my physical capacities, my providing a summary of my relevant history, or taking part in simulated activities** as part of a student performance evaluation. Should I request it, my personal identity will remain anonymous. I understand that I may withdraw for this activity at any time.

I, _____ do hereby release and forever discharge Tyler Junior College and all its officers and employees from any and all claims, demands, and causes of action arising out of this demonstration, and assume all risks of personal injuries suffered by me as a result of such demonstration.

I understand that all precaution will be taken to prevent harm to myself. Any questions that have occurred to me in connection with this demonstration have been answered to my satisfaction.

Participant's Signature

Date

Address:

Witness

Date

Tyler Junior College
Physical Therapist Assistant Program
WORK SITE ASSESSMENT CONSENT FORM

I, _____ agree to allow Student Physical Therapist Assistants to analyze my **physical work space and my activity as part of an educational course on movement dysfunction**. I understand student physical therapist assistants will observe me on an occasional basis, taking measurements related to my body size and work environment, and possibly photograph my work environment and me. I also understand that any recommendations which may result from their **job assessment** will have no adverse effect on my employment status, and that my personal identity will remain anonymous.

Participant's Signature

Date

Address:

Witness Signature

Date

**Tyler Junior College
Physical Therapist Assistant Program
PARTICIPATION BY A MINOR
CONSENT FORM**

I agree to have **my child**, _____ participate in the Physical

Therapist Assistant Program's educational activities to include:

- **demonstrating his/her physical abilities**
- **assessing his/her physical capabilities**
- **my providing a summary of his/her relevant history**

all under the direct supervision of a licensed physical therapist.

Parent Signature

Date

Address:

Witness Signature

Date

Tyler Junior College Photo/Videography Release

Event _____ Date _____ We, the undersigned, do hereby give Tyler Junior College the irrevocable right to use film and videotape reproduction of our likeness without any restriction, and we waive any right to inspect or approve the finished version(s) incorporating the project, including written copy or broadcast copy that may be created and appear in connection therewith. We hereby waive any claims we may have based on any usage of the photography, tape or film products derived therefrom, including but not limited to claims for either invasion of privacy or libel. All undersigned are of full age and competent to sign this release. We agree that this release shall be binding on all participants, their legal representatives, heirs and assigns. We have read this release and are fully familiar with its contents.

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Participant's name (printed) _____ Signature _____

Tyler Junior College Photo/Videography Consent Form - Minor

I, _____ (print parent/guardian name) do hereby give Tyler Junior College the irrevocable right to use _____ (print minor's name) name, picture, or photograph in all forms and in all media and in all manners, without any restriction, and I waive any right to inspect or approve the photograph(s) or finished version(s) incorporating the photograph(s), including written copy that may be created and appear in connection therewith. I agree that Tyler Junior College owns the copyright to the photographs, film or videotape and I hereby waive any claims I may have based on any usage of the photographs, film or videotape or works derived therefrom, including but not limited to claims for either invasion of privacy or libel. I am of full age, am the parent or legal guardian, and competent to sign this release. I agree that this release shall be binding on me, my legal representatives, heirs, and assigns. I have read this release and am fully familiar with its contents.

Minor's Name (print): _____

Parent/Guardian Name (print): _____

Parent/Guardian Name (signature): _____

Address: _____

Phone Number: _____

Date: _____