



MADISON

AREA | TECHNICAL

COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM
CURRICULUM GUIDE & STUDENT HANDBOOK

Notice to Students

The Physical Therapist Assistant program at Madison Area Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; Telephone: 703-706-3245; E-mail: accreditation@apta.org; Website: www.capteonline.org.

Welcome

Congratulations and welcome to the Physical Therapist Assistant (PTA) Program at Madison Area Technical College! You are entering a two-year period in your life that will be both challenging and rewarding. You will experience friendship, academic achievement, and intellectual and personal growth. The faculty will provide the best possible learning opportunities for you. Your job will be to make the most of these opportunities by accepting responsibility for your personal and professional growth.

The curriculum has been arranged to reflect a progression in course content from simple to more complex. Classroom, laboratory, and clinical experiences will develop an increased set of skills and knowledge while also fostering self-awareness. It is the vision of this faculty that the PTA program will enhance lifelong learning while developing essential skills that will meet the future needs of patients and the physical therapy profession.

The Physical Therapist Assistant Program Student Handbook has been designed to provide students information about the program and its specific policies and procedures including your responsibilities as a student. It will also be helpful to familiarize yourself with the content of the Madison Area Technical College Student Policy Handbook.

Congratulations once again on your career choice. We encourage you to contact us if you have any questions, concerns, or difficulties that are interfering with your performance in the program. We will also be looking to you for feedback as we continually work to develop and improve the program.

*The faculty and staff of the Madison College
Physical Therapist Assistant Program*

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PTA Program Information

1.1 Accreditation

The Physical Therapist Assistant program at Madison Area Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; Telephone: 703-706-3245; E-mail: accreditation@apta.org; Website: www.capteonline.org.

1.2 Program Summary

The Physical Therapist Assistant (PTA) program at Madison Area Technical College is a two-year program. Graduates will receive an Associate of Applied Science in Physical Therapist Assistant degree. The Program curriculum includes courses in general education and basic science as well as technical physical therapy coursework. Students will be introduced to direct patient care through a three week full time clinical experience in the first trimester of the second year, and will be enrolled in two clinical education experiences during the last trimester of the program.

1.3 Statement of Nondiscrimination

Madison Area Technical College commits to providing all services to students in a nondiscriminatory manner, and an educational climate that is conducive to and supportive of cultural and ethnic diversity. Madison College and the Physical Therapist Assistant program are committed to the policy that all persons shall have access to its programs, facilities, and employment without discrimination based upon political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, and/or service in the armed forces. A detailed explanation of Madison College's nondiscrimination policies and procedures can be found on the school website at <https://madisoncollege.edu/equal-opportunity-affirmative-action>.

1.4 Madison Area Technical College Mission, Vision, and Core Values

Mission: Madison College provides open access to quality higher education that fosters lifelong learning and success within our communities

Vision: The leader in accessible, affordable education that meets the evolving needs of our diverse communities

Core Values:

- Excellence
- Respect
- Commitment to students and diverse communities
- Making higher education available to all

1.5 PTA Program Mission

The mission of the Physical Therapist Assistant program at Madison College is to serve the healthcare community by producing safe, effective, and competent physical therapist assistants. The program is committed to high quality learning experiences and provides a variety of integrated classroom, laboratory, and clinical learning opportunities. Graduates will meet the needs of employers and the healthcare community while providing physical therapy services under the supervision of a physical therapist.

1.6 PTA Program Philosophy

The Madison College Physical Therapist Assistant Program was developed to meet the needs of the people in the Madison Area, the State of Wisconsin, and the healthcare community in general. Consistent with the mission, values, and vision of the greater college, the PTA program is committed to preparing students to enter the profession of physical therapy with the knowledge and essential skills necessary to succeed and serve the community.

The Physical Therapist Assistant Program is dedicated to following the statewide curriculum which incorporates academic and clinical education experiences. The program provide an integrated progression of educational opportunities that foster learning through a variety of teaching methods including technical innovation, hands on learning and work simulated clinical education.

The faculty believes that learning is the responsibility of the student and is a lifelong process that is facilitated by instructors, peers, and life experiences. Student must be actively engaged in order to learn while repetition and multiple approach learning opportunities build confidence and competency.

The Physical Therapist Assistant Program recognizes that students come from a variety of age groups, cultural backgrounds, and value systems. The Madison College PTA program is committed to providing all students with opportunities for personal and professional growth while gaining the skills necessary for a career as a physical therapist assistant.

1.7 PTA Program Goals

1. Develop the highest level of professional education by maintaining compliance with all criteria set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
2. To produce Physical Therapist Assistants who:
 - a. Demonstrate competence in cognitive, psychomotor and affective processes necessary to provide physical therapy services under the supervision of a physical therapist.
 - b. Adhere to the American Physical Therapy Association's ethical standards of practice
 - c. Demonstrate safe and effective clinical practices
 - d. Participate in activities for improving their skills as a physical therapist assistant.

- e. Achieve an effective transition from this program to a physical therapist assistant career.
 - f. Demonstrate competency through their ability to pass the National Licensing Examination.
3. To have access to state-of the art equipment and technology to appropriately train students in current physical therapy practices
 4. To provide clinical education sites that provides the student with the appropriate environment for attainment of competence in the day-to-day work of the physical therapist assistant.

1.8 PTA Program Outcomes

The graduates of the Physical Therapist Assistant Program will be able to:

1. Demonstrate clear and collaborative communication with patients, families, and health care team.
2. Exhibit behaviors and conduct that reflect respect and sensitivity according to physical therapy practice standards.
3. Function under the supervision of a physical therapist in a safe, legal, ethical manner to ensure the safety of patients, self, and others throughout the clinical interaction.
4. Produce documentation to support the delivery of physical therapy services.
5. Demonstrate critical thinking skills to implement and modify treatment within a plan of care under the direction and supervision of a physical therapist.
6. Perform data collection essential for carrying out the plan of care under the direction and supervision of the physical therapist.
7. Perform technically competent, evidence-based physical therapy interventions under the direction and supervision of the physical therapist.
8. Educate patients, families, and other health providers.
9. Integrate components of operational and fiscal practices of physical therapy service in a variety of settings.
10. Implement a self-directed plan for career development, credentialing, and lifelong learning.

1.9 Knowledge of Program and College Policies and Procedures

The PTA program abides by Madison College policies. Policies pertaining to students can be found on the Madison College website at <https://madisoncollege.edu/student-rights-responsibilities>.

Students are expected to have a working knowledge and understanding of the content of the Madison College Physical Therapist Assistant Program Student Handbook provided to program students. After reviewing the PTA Student Handbook, students must sign and date the “Statement of Acknowledgement/Agreement/Understanding” agreeing to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Student Handbook is reviewed annually by program faculty. Program faculty consider input for handbook revisions from students, administration, PTA Program Advisory Committee, and college staff. When changes are made after the initial publication of each year’s Student Handbook, PTA Program students and Madison College administration are notified of updates.

1.10 Admissions

1. Policies
 - a. Madison Area Technical College accepts 1 cohort of students each year. Prospective student information materials are available on the college website or in person from the Enrollment Center.
 - b. The PTA Program abides by all Madison Area Technical College policies and procedures related to admissions, including but not limited to due process and non-discrimination.
 - c. Admission criteria for the PTA program can be found on the Madison Area Technical College website at <https://madisoncollege.edu/program/physical-therapist-assistant>.

2. Admission Process
 - a. Refer to the PTA program website regarding the current admissions requirements and procedures - <https://madisoncollege.edu/physical-therapy-admission>.
 - b. Qualified applicants will be admitted in a pre-petition status.
 - c. After being admitted in a pre-petition status, students are then selected for entry into core program courses through the Petition Process.
 - i. The petition process is used for the School of Health Education programs. The petition process is the method that students follow to tell Madison College when they are ready and prepared to move forward with the core program courses. At the point of petitioning, students will have:
 1. Completed the admissions process
 2. Completed the program's prerequisite requirements (varies by program)
 3. Completed the course requirements (varies by program)
 4. Completed the testing requirement (varies by program)
 5. Attended a petition workshop
 - ii. Details about the Petition Process can be found on the Madison College website at <https://madisoncollege.edu/petition-process>.
 - d. Once students are notified of acceptance into core PTA program courses, a mandatory on-line orientation course must be completed prior to enrollment in core PTA courses. Students will be contacted with Orientation course information during the term prior to starting core PTA courses. (i.e. fall for students accepted to start PTA courses in January).

PTA Program Information

2.1 Definition of the PTA

“The physical therapist assistant is a technically educated health care provider who assists the physical therapist in the provision of physical therapy. The physical therapist assistant is a graduate of a physical therapist assistant associate degree program accredited by CAPTE.” Adopted by the *American Physical Therapy Association* House of Delegates June 2005 (HOD P06-05-18-26).

2.2 Qualifications

A physical therapist assistant is a graduate of a physical therapist assistant associate degree program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and must pass the national licensure exam.

2.3 Scope of Practice

A physical therapist assistant may perform selected physical therapy interventions under the direction and at least general supervision of the physical therapist. The following terms have been assigned by the American Physical Therapy Association and will apply to the clinical education portion of the program.

LEVELS OF SUPERVISION

HOD P06-00-15-26 [Position] Last Updated: 07/27/12

The American Physical Therapy Association recognizes the following levels of supervision:

General Supervision: The physical therapist is not required to be on site for direction and supervision, but must be available at least by telecommunications.

Direct Supervision: The physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the Guide to Physical Therapist Practice as all encounters with a patient/client in a 24-hour period. Telecommunications does not meet the requirement of direct supervision.

Direct Personal Supervision: The physical therapist or, where allowable by law, the physical therapist assistant is physically present and immediately available to direct and supervise tasks that are related to patient/client management. The direction and supervision is continuous throughout the time these tasks are performed. Telecommunications does not meet the requirement of direct personal supervision.

2.4 Essential Functions

PTA students must be able to demonstrate critical, logical, and analytical thinking while also possessing motor, auditory, and visual skills that enable them to meet program objectives and perform job duties required by the profession. The following are the essential functions required of PTA students:

Observation Skills:

1. Possess the ability to observe a patient's response to treatment, read or set parameters on measuring devices or physical therapy equipment, observe and assess the environment; gather information from medical records and professional literature.
2. Possess the ability to recognize and respond to a patient's, physicians, and co-workers voices, equipment timers, and alarms.
3. Able to use equipment to assess blood pressure, pulse rate, and breath sounds.
4. Possess the ability to palpate surface anatomy, palpate pulses, detect skin temperature, and adjust physical therapy equipment.

Communication Skills:

1. Able to communicate in English in both written and oral fashion with faculty, patients, physicians, co-workers and family members using appropriate terminology and accuracy.
2. Possess the ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Motor Skills:

1. Has the motor control necessary to safely transfer a 150 lb. patient from the bed to the wheelchair with maximal assist.
2. Has the motor control necessary to safely walk with patients and provide gait training with and without assistive devices.
3. Has the ability to lift 50 lbs. and carry 25 lbs.
4. Has the motor control necessary to adjust knobs on physical therapy equipment, perform manual therapy techniques, adjust equipment such as wheelchairs, and utilize physical therapy equipment such as goniometers, grip gauges, and free weights.
5. Able to obtain and maintain CPR certification for the Healthcare Professional.
6. Able to use proper body mechanics for all skills related to physical therapy.
7. Able to demonstrate the ability to apply universal precautions when rendering physical therapy treatment.
8. Has the motor control to provide for the patient's safety in all physical therapy activities.
9. Possess the endurance to perform 40 hour work weeks during clinical education courses.

Intellectual Conceptual Skills:

1. Able to attain a 78% (C) or better in all Physical Therapist Assistant core courses.
2. Able to prioritize multiple tasks, integrate information, and make decisions.
3. Able to collect, interpret, and assess data about patients.

Behavioral Social Skills:

1. Able to interact appropriately with individuals of all ages, genders, races, socioeconomic, religious, and cultural backgrounds.
2. Able to cope with heavy workloads, patient demands, changes in schedule, and patients who may be terminally ill.
3. Able to recognize and respond appropriately to potentially dangerous situations.
4. Adheres to the Madison Area Technical College Student Code of Conduct in all academic and clinical settings.
5. Maintains patient confidentiality.
6. Possesses the emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment, and render physical therapy treatment.
7. Demonstrates ethical behavior by adhering to the APTA Code of Ethics and site-specific policies and procedures.

The above essential functions must be able to be met with reasonable accommodations.

2.5 APTA Standards of Ethical Conduct for the Physical Therapist Assistant

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

PREAMBLE

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

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

STANDARD 1

Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

STANDARD 2

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

STANDARD 3

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

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.

STANDARD 5

Physical therapist assistants shall fulfill their legal and ethical obligations.

STANDARD 6

Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities

STANDARD 7

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

STANDARD 8

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

**Guide for Conduct of the Physical Therapist Assistant can be found in the Appendix.*

PTA Program Specifics

The Physical Therapist Assistant program is located within the School of Health Education at Madison Area Technical College. All courses specific to the PTA program (prefixes 10-524), exclusive of the Clinical Practice courses, will be conducted in the Health Education and Information Technology building located at 1705 Hoffman Street, Madison, WI 53704.

3.1 Program Faculty

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Part-Time Instructors in PTA Program at Madison College:

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Students are required to contact the instructor(s) if lateness or absence from a class or lab is expected. All instructors have voicemail and/or email for convenient contact. Office hours are posted for each instructor in the course syllabus. Students are encouraged to schedule an appointment with the instructor(s) if there is a conflict with the available office hours. Part-time instructors will provide additional contact information in their course syllabi. If a student is unable to contact the instructor regarding lateness or absence, leave a voicemail with the Program Director who will convey the message to that faculty member.

3.2 Program Curriculum

PTA program courses follow a specific sequence, and must be taken in order. Madison College follows the approved Wisconsin Technical College System's state-wide curriculum. The curricular plan has been developed to allow students to complete the program in five terms of study. The first year consists of two, 15-week trimesters that incorporate essential knowledge and skills to prepare you for clinical education experiences and a summer session of general education courses. The second year consists of classroom, laboratory, and clinical education experiences broken up into two, 15-week trimesters. The following is the curriculum/course sequence for the PTA program.

Prior to First Year, Pre-Petition Status		
10-801-195 OR 20-801-201	Written Communication* OR English 1*	3 (3)
10-806-177 OR 20-806-206	General Anatomy & Physiology *	4
10-809-197 OR 20-809-203	Contemporary American Society* OR Intro to Sociology*	3 (3)
10-809-199 OR 20-809-231	Psychology of Human Relations* OR Intro to Psychology*	3 (3)
	Term Total	13
First Term of Core PTA courses (1st year)		
10-801-197	Technical Reporting	3
10-809-188 OR 20-809-233	Developmental Psychology*	3
10-524-156	PTA Applied Kinesiology 1	4
10-524-139	PTA Patient Interventions	4
10-524-140	PTA Professional Issues 1	2
	Trimester Total	16
Second Term of Core PTA courses (1st year)		
10-801-198 OR 20-810-210	Speech * OR Fundamentals of Speech	3 (3)
10-524-157	PTA Applied Kinesiology 2	3
10-524-142	PTA Therapeutic Exercise	3
10-524-143	PTA Therapeutic Modalities	4
	Trimester Total	13
Third Term of Core PTA courses (2nd Year)		
10-524-144	PTA Principles of Neurologic Rehab	4
10-524-145	PTA Principles of Musculoskeletal Rehab	4
10-524-146	PTA Cardio & Integumentary Management	3
10-524-147	PTA Clinical Practice 1	2
	Trimester Total	13
Four Term of Core PTA courses (2nd year)		
10-524-148	PTA Clinical Practice 2	3
10-524-149	PTA Rehab Across the Lifespan	2
10-524-150	PTA Professional Issues 2	2
10-524-151	PTA Clinical Practice 3	5
	Elective *	3
	Trimester Total	15

*Courses which may be taken prior to entering the program. These courses may also be taken at the College-Transfer level. You must have a "C" or better to transfer.

Course sequence is subject to change. Program students will be notified of any potential changes by program faculty prior to registration each trimester.

PTA Core Course Descriptions:

10-524-156 PTA Applied Kinesiology 1, 4 credits

Introduces basic principles of musculoskeletal anatomy, kinematics, and clinical assessment. Students locate and identify muscles, joints, and other landmarks of the lower quadrant in addition to assessing range of motion and strength.

10-524-139 PTA Patient Interventions, 4 credits

An introduction to basic skills and physical therapy interventions performed by the physical therapist assistant.

10-524-140 PTA Professional Issues 1, 2 credits

Introduces the history and development of the physical therapy program, legal and ethical issues, the interdisciplinary health care team, and professional communication skills.

10-524-157 PTA Applied Kinesiology 2, 3 credits

Applies basic principles from PTA Applied Kinesiology 1 to the axial skeleton and upper quadrant including location and identification of muscles, joints and other landmarks. Assess range of motion and strength of the axial skeleton and upper quadrant. Integrate analysis of posture and gait.

10-524-142 PTA Therapeutic Exercise, 3 credits

Provides instruction on the implementation of a variety of therapeutic exercise principles. Learners implement, educate, adapt, and assess responses to therapeutic exercises.

10-524-143 PTA therapeutic Modalities, 4 credits

Develops the knowledge and technical skills necessary to perform numerous therapeutic modalities likely to be utilized as a PTA.

10-524-144 PTA Principles of Neurologic Rehab, 4 credits

Integrates concepts of neuromuscular pathologies, physical therapy interventions, and data collection in patient treatment.

10-524-145 PTA Principles of Musculoskeletal Rehab, 4 credits

Integrates concepts of musculoskeletal pathologies, physical therapy interventions, and data collection in patient treatment.

10-524-146 PTA Cardio & Integumentary Management, 3 credits

Integrates concepts of cardiopulmonary and integumentary pathologies, physical therapy interventions, and data collection in patient treatment.

10-524-147 PTA Clinical Practice 1, 2 credits

Provides a part-time clinical experience to apply foundational elements, knowledge, and technical skills pertinent to physical therapy practice.

10-524-148 PTA Clinical Practice 2, 3 credits

Provides another part-time clinical experience to apply foundational elements, knowledge, and technical skills required of the entry level physical therapist assistant in various practice settings.

10-524-149 PTA Rehabilitation Across the Lifespan, 2 credits

A capstone course that integrates concepts of pathology, physical therapy interventions and data collection across the lifespan. In addition the PTA's role in health, wellness and prevention; reintegration, and physical therapy interventions for special patient populations will be addressed.

10-524-150 PTA Professional Issues 2, 2 credits

Incorporates professional development, advanced legal and ethical issues, healthcare management and administration, and further development of professional communication strategies.

10-524-151 PTA Clinical Practice 3, 5 credits

Provides a full-time clinical experience to apply foundational elements, knowledge, and technical skills required of the entry level physical therapist assistant in various practice settings.

3.3 Program Textbooks

It is strongly encouraged that you purchase all of the required textbooks for each course, and consider purchasing any recommended resources as well. Course textbooks have been selected to assist students in learning course material, and to be a reference during subsequent courses and all clinical rotations. It is expected that all textbooks will be retained by each student for the duration of the program unless otherwise notified. We hope that they will be an ongoing reference for you as you begin your career in physical therapy. Textbooks selected for each course have been evaluated and are considered current and relevant to the practice of physical therapy. A list of current required textbooks and/or resources will be provided prior to each trimester.

3.4 Estimated Program Costs and Fees

Estimated program costs are provided on the Madison College website through the PTA webpage at the following link: <https://madisoncollege.edu/program/physical-therapist-assistant> at the link under “Resources” at the bottom labeled Estimated program cost (<https://madisoncollege.edu/files/program-cost.pdf>). Please follow the link for the most up-to-date estimated costs.

Other Expenses not required, but recommended	
APTA student membership	\$80.00
WPTA student membership	\$15.00

Madison College Resources

Madison Area Technical College has multiple services available to students. Please refer to the Madison College Student Handbook for the complete list of services or visit the www.madisoncollege.edu website and follow the link for future students.

4.1 Advising & Counseling

Prior to enrollment into the PTA program, advising is available to prospective students through the Student Development Center. Pre-admission processes and questions related to the PTA program can be answered by Health Occupations specialists by contacting advising@madisoncollege.edu. More information about the services available can be found on the college website at <https://madisoncollege.edu/advising>.

All advising related to academic plans within the Physical Therapist Assistant Program is the responsibility of the PTA Program Director. The program director meets with students each term to confirm the accuracy of your academic plan. All course-specific advising is the responsibility of course instructors. Advising related to Clinical Education is the responsibility of the Academic Coordinator of Clinical Education.

Madison College Counseling Services offer a range of professional services for students needing assistance with academic and career issues, personal concerns, interpersonal issues, conflict management and crisis intervention. These services are free and available to all current and prospective students. Contact information is available on the school website <https://madisoncollege.edu/counseling>.

4.2 Learning Center

Students who need help with research and their studies can turn to the **Madison College Libraries and the Learning Centers**. There you will find:

- Assistance from librarians on conducting research and locating reliable information.
- Borrowing privileges to thousands of books, magazines, videos, and other resources.
- 24/7 electronic access to thousands of e-books and millions of articles through the library databases.
- Support for student computer questions and problems.
- Academic instruction and special services in the form of Basic Skills Education, English Language Learner (ELL) and more offered by the Learning Center faculty.

The **School of Academic Advancement Center** ((800) 322-6282 Ext. 2440 or (608) 258-2440 or email askcpaac@madisoncollege.edu) provides opportunities for individuals to review or improve their basic skills in most academic subject areas including: academic reading, academic writing, math, science and social studies. Students can also get help with study skills, basic computer literacy skills, job seeking skills and program-related assistance. Individualized, group and computer-assisted

instruction are available at learning centers and in classrooms. Scheduling is flexible to fit most schedules.

Anyone enrolled in a Madison College program class may receive instructional support to improve the skills required to successfully complete class assignments. Individualized or small group instruction (see Supplemental Services & Instruction) is provided through learning centers and some structured classes.

4.3 Computer Access

Computers are available in multiple labs, the library, and throughout the Health Education and Information Technology building. There is also a shared computer lab located between the Occupational Therapy Assistant and Physical Therapist Assistant programs in room 118. Please see the Madison College website for additional computer resources for students at <http://libguides.madisoncollege.edu/technology/labs>.

4.4 Disability Resource Services

Disability Resource Services (DRS) creates conditions that empower and support students with disabilities to reach their chosen goals for learning. DRS works in partnership with faculty, staff and wider communities on behalf of students with disabilities. Visit the DRS website for a list of all available services to students at <https://madisoncollege.edu/disability-resource-services>. Madison Area Technical College is governed by the following federal statutes that prohibit discrimination against individuals on the basis of disability and requires reasonable accommodations for qualified individuals: Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Rehabilitation Act of 1973

Section 504

Sec. 504(a) No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.

Section 508

In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology.

Students requiring accommodations or special needs, those with a documented learning or physical disability which may inhibit their academic success, can work with instructors and peer tutors to arrange basic skill instruction and other services. For more information, contact the Disability Resource Services Team at (608) 246-6716 or DRS@madisoncollege.edu.

4.5 Financial Aid/Scholarships

Begin the free Financial Aid process online at <https://fafsa.ed.gov/>. Madison Area Technical College's School Code is 004007. To get an early estimate of Financial Aid eligibility, visit the FAFSA Forecaster. The FAFSA tutorial will help the student when filling out the FAFSA application. The Financial Aid process will not be available until after January 1, and will require the completion of the previous year's tax return(s).

The Madison Area Technical College Financial Aid Office administers a comprehensive program of federal, state, and college grants, work-study and loan programs to provide assistance to students who would otherwise be unable to afford an education. Contact the Madison College Financial Aid Office, located on the Truax campus room A1000, at (608)246-6170 or by email financialaid@madisoncollege.edu. Information can also be found at <https://madisoncollege.edu/financial-aid>.

4.6 Health Insurance/Services

All School of Health Education programs require students to have basic health/accident insurance for clinical participation. By checking yes on the Health Screening form or on Certifiedbackground.com, you are indicating that you agree to maintain coverage throughout the duration of your clinical experience(s) and you understand that Madison College cannot assume any liability or financial obligation for students' health care.

A low-cost basic accident insurance plan is available to students while enrolled in core School of Health Education clinical courses. More details can be found on [Gallagher Koster's website](http://www.gallagherkoster.com) at www.gallagherkoster.com. The cost is \$13 per term and the fee is posted to your Madison College student account. You can enroll by using the School of Health Education Accident Insurance Form located at <https://madisoncollege.edu/health-education-student-insurance>. Upon submission of the form, you will immediately receive a confirmation email outlining your form details. Within approximately two weeks, you will receive an email directly from Gallagher Koster regarding your next steps on how to activate your account and get your insurance card.

The Student Health Clinic is located in room 151A inside the Health Education and Information Technology building on the Truax Campus. All Madison College students taking degree credit courses will have access to health care services with a valid OneCard. For more information, please call 441-3220. There is a list of services as well as a complete fee list on the health services clinic webpage for vaccinations and titers. Visit <https://madisoncollege.edu/student-health> for more information.

4.7 Questions/Concerns/Complaints

Madison College Student Concerns and Complaints Procedure:

Madison College is committed to providing a mechanism for students to voice concerns and complaints, and to proactively address challenging situations. The Student Concerns and Complaints Procedure outlines the steps a student should take to approach a concern. This information can also be found on the Madison College Website at <https://madisoncollege.edu/concerns-complaints>.

STEP 1: INFORMAL RESOLUTION. Students are encouraged to seek a resolution of the matter directly with the individual(s) involved. Most conflicts are the result of miscommunication and having an open and respectful conversation with the individuals(s) involved generally resolves specific concerns in a timely and considerate manner. Madison College counselors provide Conflict Management Services (CMS) to counsel students on how to best resolve a conflict informally and/or to navigate specific processes regarding concerns and complaints. If informal attempts to resolve the matter are not advisable or fail, students should continue to **Step 2 of this procedure**.

STEP 2: CONTACT DEAN OF STUDENTS (DOS) OFFICE by submitting the online intake form. Students needing assistance with completing the online form may access Conflict Management Services for support. (*While the intake form is the preferred method of contact, individuals may also contact the Dean of Students office by email: deanofstudents@madisoncollege.edu, telephone: 608-243-4555, or, in person: Visit Room D1618 at the Truax Campus.*)

- a. Upon receipt of a completed form, the DOS will review the nature of the concern and follow up as appropriate. The concern may be forwarded to the appropriate academic area or administrative unit for review or addressed by the DOS. Concerns about the Dean of Students Office or other college administrator will be referred directly to the appropriate Vice President's or other supervisor's office for review.
- b. When necessary, the DOS will notify appropriate persons and request any information or documentation needed to resolve the concern. It is in the best interest of all parties to submit the requested documentation within seven (7) calendar days of the request.
- c. The DOS may attempt to informally resolve the concern or complaint by encouraging discussion between the parties or by taking the appropriate action to resolve the complaint. When appropriate, parties may be referred to CMS for mediation and/or other informal resolutions.

STEP 3: REVIEW OF CONCERN. If CMS or other informal attempts to resolve the matter fail, DOS will investigate the concern or complaint as necessary. This may include separate and/or joint meetings with one or more parties.

- a. Depending on the nature of the concern, the DOS may consult with another supervisor.
- b. Student concerns pertaining to college employees will be referred to the employee's supervisor in the following circumstance:
 - 1) When investigation findings suggest a potential performance concern regarding a faculty or staff member.

- a. The appropriate administrator will review investigation findings and may follow up with the student, faculty member, and/or staff member, as necessary, before determining the outcome.

STEP 4: OUTCOME. The final outcome of the investigation will be communicated to the involved parties within fourteen (14) calendar days of the date the concern is filed. If there are circumstances requiring an extension of this deadline, the individual assigned to investigate the concern will notify all involved parties.

STEP 5: DOCUMENTATION. A record of all concerns and their outcomes will be documented, and maintained on file in the Dean of Students Office.

APPEALS PROCESS

In the event that any party is not satisfied with a decision made by an administrator, he/she has the right to one appeal as follows:

- The Vice President appropriate to the matter will consider appeals. The right to appeal is limited to (a) significant procedural lapses or (b) the appearance of substantive new evidence not available at the time of the original decision. (Note that deliberate omission of information by the appealing party in the original investigation is not grounds for appeal).
- An appeal must be requested in writing no later than fourteen (14) calendar days after notification of the previous formal decision. The request should be addressed to the appropriate Vice President or the Provost at Madison Area Technical College.
- Any party is welcome to consult with Conflict Management Services staff about the appeals process, including assistance with identifying the appropriate Vice President to review the appeal.
- A student who files an appeal will receive an official response to his/her appeal from the appropriate administrator within fourteen (14) calendar days of the filing.

Who to contact with a question/concern

Questions or problems related to coursework should be directed to the course instructor for assistance immediately.

- Contact the instructor to discuss your concerns. Don't be afraid to ask for help.
- If you still have concerns that are not being addressed, please feel free to contact Wendy McNall, Physical Therapist Assistant Program Director at (608)258-2362 or email at wmcnall@madisoncollege.edu.
- If your concern involves Clinical Education, please contact Jane L Stroede, PTA Academic Coordinator of Clinical Education at (608)258-2307 or email at jlstroede@madisoncollege.edu.
- The final step if there are still concerns not being met; contact the Dean of the School of Health Education at (608)246-6065 or email at Mlausch@madisoncollege.edu.

Complaints outside of due process are handled in a variety of ways depending on the situation or complaint. The following is a basic guideline for the channels of directing complaints:

Source of Complaint	Example	Person to manage complaint
Employers	An employer has a complaint about the PTA program, a student within the program, or a graduate of the PTA program	PTA Program Director
Clinical Education	A Clinical Education Site has a complaint about a student's performance or behaviors during or in a past clinical site rotation.	PTA Academic Coordinator of Clinical Education
General Public	A citizen of the Madison Area district has a complaint about the PTA program, faculty within the PTA program, a student in the PTA program, or a graduate of the PTA program.	Dean of the School of Health Education; that Dean will then contact the PTA Program Director

For more information on how to file a complaint, visit the College website under "Complaints" at <https://madisoncollege.edu/concerns-complaints>. Here you will find links for Conflict Management Services and the Student Development Center which may better help you determine how best to file your complaint.

Professional Behaviors

Appropriate professional behaviors are expected of all members of the learning community. Experience shows that behaviors demonstrated in the classroom do carry over into clinical practice.

The purpose of this policy is to help students recognize problem areas and correct them. These are basic skills of a competent graduate. The PTA program must address problems in these areas as part of the guarantee to graduate only skilled and caring health care professionals.

Students are expected to follow professional standards in the classroom, laboratory and clinical settings.

5.1 Professional Behaviors

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

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

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs. Most recently (2008-2009), the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA completed a research project that built on the work of other researchers to analyze the PT-Specific *Generic Abilities* in relation to the changing landscape of physical therapist practice and in relation to generational differences of the "Millennial" or "Y" Generation (born 1980-2000). These are the graduates of the classes of 2004 and beyond who will shape clinical practice in the 21st century.

The research project was twofold and consisted of 1) a research survey which identified and rank ordered professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 *Generic Abilities*, however, the rank orders of the behaviors changed. Participants in the research survey included Center Coordinators of Clinical Education (CCCE's) and Clinical Instructors (CI's) from all regions of the United States. Participants in the small work groups included Directors of Clinical Education (DCE's), Academic Faculty, CCCE's and CI's from all regions of the United States.

This resulting document, **Professional Behaviors**, is the culmination of this research project. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level. The ‘developing level’ was changed to the ‘intermediate level’ and the title of the document has been changed from *Generic Abilities* to **Professional Behaviors**. The title of this important document was changed to differentiate it from the original *Generic Abilities* and to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice.

The following are the newly adopted Professional Behaviors for the 21st Century:

Professional Behavior	Definition
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.
Communication	The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
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.
Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum benefit possible.
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.
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.

5.2 Guidelines

1. The Professional Behaviors (see criteria in Appendix)
 - a. Ten specific Professional Behaviors are assessed throughout the PTA program curriculum. PTA program faculty will assess the Professional Behaviors once per trimester with students performing a Professional Behaviors self-assessment.
 - b. Expected Professional Behavior levels are:
 - i. End of Trimester I: All Professional Behaviors at least beginning level
 - ii. End of Trimester II: 50% of Professional Behaviors at intermediate level
 - iii. End of Trimester III: all Professional Behaviors at least intermediate level
 - iv. End of Trimester IV: all Professional Behaviors at entry level or higher.
 - c. Faculty provides oral and/or written feedback regarding professional behaviors each trimester. Students are expected to change unsatisfactory behaviors after receiving feedback. If a student is not demonstrating professional behaviors at an appropriate level, students must develop a plan for improvement. Serious deficits in professional behavior with no improvement may result in probation or dismissal.
2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant. See Appendix of this Student Handbook.

5.3 Professional Behaviors Identified:

1. Demonstrate dependability, time management skills
 - a. Dependability
 1. Arrives for class, lab and clinical prepared to start on time
 2. Leaves class or lab at stated time or when dismissed
 3. Schedules and keeps appointments
 4. Contacts instructor prior to scheduled activities when unable to attend
 - b. Time Management
 1. Completes and turns in assignments on time *
 2. Actively involved in group work: scheduling, attending, participating*
 3. Takes full advantage of time available by staying on task
 4. Initiates study and review activities with peers and instructors
2. Work effectively and respectfully with others
 - a. Communicates in respectful manner
 1. Initiates communication at appropriate time and place
 2. Responds with appropriate verbal and nonverbal style
 3. Takes complaint or feedback directly to person involved or to instructor or counselor when necessary
 - b. Maintains professional demeanor
 1. Receives feedback graciously
 2. Maintains calm tone in conversation; avoids offensive statements
 3. Dresses appropriately
 4. Uses correct terminology and expression in communication
 5. Maintains appropriate eye contact
 - c. Establishes trust in relationships
 1. Shares fully with project partner(s) in completing assignment *
 2. Respects personal differences of others
 3. Avoids gossip
 4. Accepts limits to own knowledge on subject matter

3. Assume responsibility for self-assessment
 - a. Self-assessment and Feedback
 1. Recognizes need; actively seeks feedback and help *
 2. Demonstrates improvement based on self-assessment or feedback
 3. Maintains open communication with individual offering feedback
 - b. Develops plan of action
 1. States components of problem clearly
 2. Identifies potential resources
 3. Analyzes potential solutions
 4. Determines best options for solutions
 - c. Follows through to implement plan of action
- * Indicates behavioral issues that may trigger immediate “step two” intervention

5.4 Implementing Professional Behaviors Policy

STEP ONE: Problem is identified and student is made aware of the concern

- Non-professional behavior is documented using any written or verbal form (i.e. class participation grade, email, verbal discussion with follow up email or meeting log)
- Student and course instructor discuss issue
- Other program faculty will be notified to determine if problem is an isolated circumstance

STEP TWO: Multiple incidence of unacceptable behavior noted by faculty. Impact on grade and development of performance improvement contract (PIC)

- Point deduction per course grading procedure
- Student and instructor identify concerns and course of action to resolve concern
- Method of tracking concerns across all program settings is initiated through PIC
- Student meets periodically with program faculty to document progress

STEP THREE: Development and Implementation of a Professional Behavior Plan (PBP). Student is below expected level

- Student must develop a formal, individualized plan to address the professional behaviors limiting progress in the program
- Student develops a method of self-assessment and tracking progress with PBP (i.e. journal)
- PBP must include an action plan addressing all professional behaviors and consequences if the plan is unsuccessful or not followed.
- Student must meet with program faculty regularly to monitor progress toward acceptable level of professional behavior

DISMISSAL: Recommendation for a change in program status

Problems are ongoing and have not been resolved. Program faculty does not feel the student is competent to provide physical therapy services at this time.

- PTA Program is recommending the student exit the program
- See “Progression/Withdrawal/Dismissal/Program Reentry” section to follow.

Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates may result in program probation or dismissal.

Grading Policies and Procedures

6.1 Attendance

The Madison Area Technical College PTA Program faculty members have a responsibility to assure all PTA students have an adequate background, including competence in technical skills. The faculty must insure that each student is able to utilize these skills and knowledge in a safe, effective and legal manner. 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 your attendance is a professional responsibility. Students are expected to attend all scheduled class, laboratory, and clinical education sessions. Students are expected to be in class on time and to attend a minimum of ninety (90) percent of each component of the course in order to receive a passing grade. If absence is anticipated, it is the STUDENT'S responsibility to notify the instructor, in person or by phone/email prior to the scheduled class. It is also the student's responsibility to adjust their travel time to suit anticipated weather conditions, to ensure that the student arrives at school or clinical on time for class.

An absence would be excused for a personal or family medical emergency or a death in the family. Vacations are not routinely excused absences. The course instructor has the right to not approve the student's reason for being absent from class. Students are responsible for making up the work missed during any absence. If it becomes necessary to add/drop a course or withdraw from a course, it is the student's responsibility to complete the college's approved withdrawal process as outlined in the current Madison College handbook. 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.

Students absent from an examination, laboratory practical or other graded activity will receive a "0" grade for the examination unless other arrangements are made with the individual instructor **before** the graded activity is conducted. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. This arrangement should be performed in person or by telephone. 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.

A student can request a leave of absence from the program, but must document their request in writing at least eight (8) weeks ahead of time if possible and submit their request to the PTA Program Director. A leave of absence is limited to one (1) year after which the student must reapply to be readmitted to the program.

While PTA Program faculty acknowledges the student’s right to decide whether to attend class, the student should understand the following:

1. Instructors will not repeat missed material. Course material may contain information that is difficult to understand if the student elects not to be present for the lecture or lab.
2. Absences are recorded. Absences will be taken into account when making recommendations for scholarships and employment. Absences may also jeopardize financial aid standings.
3. Attendance is taken into consideration for those students who have a borderline grade.
4. Attendance may be graded in certain classes. This would be indicated in the course syllabus.

6.2 Grading

Madison Area Technical College students will adhere to all grading policies and procedures as described in the Student Handbook or online at <https://madisoncollege.edu/grades>. Grading criteria will be described in each course syllabus. The following standards have been adopted to assure both safe clinical practice and success on licensure exams.

1. Students must achieve a minimum grade of “C” in all courses required in the curriculum, including general education courses.
2. Students who fail to achieve a minimum grade of “C” in any course that is required in the curriculum must see the program director to determine how that grade affects the student’s ability to proceed in the program.
3. If a student is unable to proceed in the program, the student must apply for readmission by contacting the Program Director and arranging a faculty interview to determine the conditions for re-entry and establish a new plan of study.
4. No student will be allowed to enroll in a core curriculum course more than twice.
5. A student will be withdrawn from the program who receives three failing grades.
6. Students may appeal their program dismissal through the PTA program director.

Grading Standards

Letter Grade	Numeric/Percentage Grade
A	96-100
AB	92-95
B	87-91
BC	83-86
C	78-82
D	71-77
F	70 or less

All Lecture, laboratory and clinical education courses must be taken in sequence. A minimum grade of “C” is required for general education and technical courses within the PTA program Curriculum.

Final grades are determined by a compilation of scores from written tests, practical exams, projects, and assessment of professional abilities. **Students must have a 78% average on written examinations/quizzes in order to pass a PTA technical course.** Specific grading criteria for the clinical courses are included in the syllabi for clinical education, as well as the Clinical Education Handbook.

Students must receive a final grade of “C” (78%) or better in order to continue in the program.

Throughout the program, students are graded according to their ability to meet objectives. These objectives are based on required course work competencies and content required by CAPTE to provide for student attainment of the entry-level competencies for Physical Therapist Assistant. Students are required to meet the objectives in theory, skill, and clinical courses. Students who meet the grading standards can continue to progress in the program.

Students are expected to meet with their instructors periodically to monitor their progress in the program. Instructors will provide guidance and support students in meeting the objectives. Students should ask questions and help for faculty.

All course assignments must be turned in on time and must be college-level work. Faculty has the right to not accept late assignments and/or deduct points for late or unacceptable work per course syllabi.

6.3 Cheating/Plagiarism

Students are responsible to be honest and furnish accurate information to all members of the Madison College community. Honesty includes the absence of all forms of academic dishonesty. Academic dishonesty is defined as: Any behavior which results in a student giving or receiving unauthorized assistance or receiving credit for work that is NOT his/her own. See Academic Misconduct Procedures available on the school website at <https://madisoncollege.edu/academic-integrity> and in your Madison College Student Handbook.

Students are responsible to comply with copyright law, which protects written works, recorded works, computer programs and other forms of expression. Copyright law generally prohibits the duplication of copyrighted works without the permission of the copyright owner, but there are important exceptions that permit copying for some educational purposes. For more information about the rights and obligations of the Madison College community under copyright law, please refer to the Madison College Copyright Policy available on the school website at <http://libguides.madisoncollege.edu/copyright/copyrightinfo>.

Within the Physical Therapist Assistant Program, if an instructor identifies evidence of cheating/plagiarism, a zero will be given for that assignment. If a test is in progress and a student is caught cheating, the test will be removed from the student and he/she will be asked to leave the classroom. The student will have an opportunity to schedule a meeting with the instructor to discuss the situation. Further information regarding Conflict Management can be found at <https://madisoncollege.edu/complaint-process>.

6.4 Make-Up Examinations/Tests/Quizzes Policy Statement

To reinforce acceptable work habits and promote equal treatment and timely feedback to all students, the following procedure is followed:

- No routine make-up examinations/test/quizzes will be given.
- If an absence occurs on a scheduled test date, you will receive zero points UNLESS you have made prior arrangements with the instructor.
- Make-up examinations/tests/quizzes may be of a different format than the initial format.
- The student who fails to get a 78% on a written exam will need to meet with the instructor to establish a plan for remediation of the failed competencies. Remediation may be in the form of an additional assignment, research, test analysis, or open discussion of the topic to ensure competency has been met. The plan and the successful determination of remediation are at the discretion of the instructor. The final written exam grade will not change, and the overall average on written exams for each course is 78%.
- See Laboratory Policies section number 7.5 under the heading Practical Exams for scoring (failure) less than 78% on a practical exam.

This policy applies to all physical therapist assistant core courses.

6.5 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.

All PTA Program general education and technical courses must be completed with a grade of “C” or higher (or “pass” for pass/no credit courses). If students do not obtain a minimum grade of “C” in any course within the PTA Program curriculum, it will affect the student’s ability to progress in the program (see Grading: Standard Policy above).

Students will be required to satisfactorily complete competency checklists for each skill prior to taking the practical exam involving those skills.

Students must achieve a minimum of a 78% 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 an automatic failure and a re-take of some or all parts of the practical examination, as determined by the instructor.
- Students must successfully pass the retake within 2 academic weeks of receiving notification of their original practical examination score.
- If a student obtains a score above 78% on a re-taken practical examination, a maximum score of 78% will be used for final grade calculation.
- Students will be allowed a maximum of one re-takes for a failed practical examination.
- If a non-passing score is earned on the re-take practical examination, the student will be issued a “zero” (0).

Students who are not meeting the required expectations in any given course will progress to a STEP TWO where a Performance Improvement Contract (PIC) will be established. In a meeting with faculty, the PIC will be reviewed, signed, and an action plan established for addressing the deficits. If the student does not show improvement or does not follow the established PIC, a move to STEP THREE will ensue. The student will be required to establish a plan for not only addressing the continued deficit, but also a means for tracking progress including meeting with faculty on a regular basis. The student will also need to meet with the PTA Program Director to discuss options and potential consequences if standards are not met.

6.6 Grade Appeal Procedure

A student who disagrees with a final grade must follow the college policy outlined in the Student handbook, also found on the college website under the A-Z index for *Grade Disputes*. When a student believes that the final grade s/he has received in a course is inaccurate or unjustified, the student may dispute the grade. Procedures used to dispute a grade must be initiated by the student before the deadline or the student forfeits the right to dispute the grade. Refer to the following link for specific dates and further information <https://madisoncollege.edu/grades> under the “Grade Disputes” tab.

Students are encouraged to ask for information and/or seek assistance regarding final grade disputes and the appeals process through Conflict Management Services (CMS). The role of Conflict Management Services in regard to Final Grade Disputes is to provide information about the process and, if requested, to provide support to the student through the process. It is not the role of CMS staff to mediate, negotiate, gather information, or serve any administrative role in issues involving academic integrity). A student may request assistance from Conflict Management Services by calling 246-6726 or 246-6076, by coming to the Education and Career Planning Center in Room 159AA at the Truax Campus, or by contacting the appropriate regional campus administrator.

Final grades may only be disputed for the following reasons:

- The final grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, mistaken grade entries, and the like.
- The final grade issued was arbitrary. This means that the grade lacked a reasonable basis. To prevail in a grade dispute based on arbitrariness, the student must show that the grade was issued due to whim or impulse, and/or lacks a convincing rationale.
- The student has documentation that s/he received a lower final grade than another student for the same academic work at the same level of competency.

For further information on Grade Dispute policy, see your Student handbook, or also found on the college website <https://madisoncollege.edu/grades> under *Grade Disputes*.

6.7 Confidentiality and Privacy: Student Records

COLLEGE POLICIES:

Student education records are maintained in the Enrollment Center. Documentation of any confidential records and formal proceedings and consequent actions that occur as part of student grade or conduct disputes shall be filed with the Conflict Management Services office.

Official admissions records are held in the Enrollment Center. Physical Examination Forms, immunizations, criminal background check, and CPR cards are maintained through Certified Background.

No personally identifiable information from college records is disclosed by the college without each student's prior written consent, except when prior written consent is not required by the Family Educational Rights and Privacy Act of 1974 (FERPA).

- It is the intention of Madison Area Technical College to fully comply with provisions of the above referenced federal law. The administrative procedures to implement compliance may be reviewed during normal business hours at the Enrollment Center, Truax Campus.
- This law permits the college to make public certain “directory” information about students. It is the intention of the college to do so, as may be appropriate to the normal course of college business and operations. The following information is regarded to be directory type, and some or all of it may be made public: student name, major field of study (program), dates of attendance (by term), enrollment status (full- or part-time), degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams and email address.

PTA PROGRAM GUIDELINES:

In keeping with Madison College's Access to Student Record Policy, the PTA program will maintain student privacy and confidentiality in the following ways:

1. Grades will be posted using the online grading system. Students will be required to sign into the system using their individual passwords.
2. All examinations, quizzes, and assignments will be returned in a manner that does not expose the students' grade.
3. Feedback provided after practical exams will be done face to face. The student will have access to the scoring rubric for further written feedback. If appropriate, the instructor will obtain permission from the student to be given this feedback in front of other students.
4. Clinical faculty must follow the confidentiality and student rights policies of Madison College and the PTA Program.
5. Requests for student information from any government agency will be referred to the Enrollment Center.

6. Students must sign a confidentiality statement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences. Failure to maintain confidentiality could lead to immediate dismissal from the program.

A program file that includes information related to academic records and professional development is maintained on each student in the PTA program. These files are located in the PTA program director's office. Information from these files is released only to PTA faculty members, the School Dean, and the student. When students are age 18 or over, the student must authorize in writing the sharing of information on student academic status with parents or other parties. Student information related to Clinical Education is kept in the office of the ACCE.

- Program files are maintained for five years after graduation from the program.
- Program files for students leaving the program due to academic failure or voluntarily with a stated intent to return at a future date or not are also maintained for five years.

It is recommended that students keep personal copies of all records that they may need.

6.8 Progression/Withdrawal/Dismissal/Program Re-entry

Throughout the program, students are graded according to their ability to meet objectives. Students are required to meet the objectives in theory, skills, and clinical courses. To progress in the program, students must meet the established grading standards.

Students must take all courses in the Physical Therapist Assistant Program according to the sequencing structure outlined in the curriculum. The exception to this is that any general education courses may be taken prior to the trimester that they are scheduled.

If a student interrupts his/her program prior to completing the first semester, the student will be required to reapply to the program. If the student interrupts his/her program after the first trimester, a new program plan must be developed with the program director and the student will be admitted on a space available basis. This will delay program completion. The program must be completed in no more than three years from the start of core technical PTA coursework.

Repeating a course that requires clinical placement or affects clinical sequence will be contingent upon clinical openings as determined by the Program Director and ACCE. Because reentry into clinical courses cannot be guaranteed, students should seek advice from a counselor or course faculty when considering withdrawing from a course.

Course Withdrawals: It is highly recommended that students withdrawing from a technical PTA course or clinical education placement thoroughly discuss the various implications of this action with the program director, instructors, and/or coordinator of clinical education. According to Madison Area Technical College policies and procedures:

It is the responsibility of the student to officially notify the college of a withdrawal from a class...Non-attendance does not constitute an official withdrawal and students will be held responsible for tuition and fees not paid...A student must drop from a class prior to the 90% point in order to receive a withdrawal (W) status. After this point, withdrawal from a class is by decision of the instructor. Withdrawals are not granted during scheduled final exam periods. A student who is absent 25% or more of the total scheduled class periods or for 16 consecutive calendar days (not class meetings) may be withdrawn from that class by the instructor. Re-admission is with the consent of the division dean or designee, and the instructor.

Program Withdrawals: Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. The Dean's office should also be contacted to ensure that records accurately reflect desired program actions. Students need to follow Madison College policies and procedures regarding program and course withdrawal, which can be found in the Student Handbook/Planner.

- A student will be withdrawn from the program if he/she obtains less than a "C" on any technical PTA course, including clinical education course, or Anatomy & Physiology.

Program Dismissal Appeal:

A student may appeal dismissal from the program. To begin this appeal process, a student must submit a written appeal to the Program Director. This letter should explain why the student feels he/she should be given an exception to the progression policy, include a description of any extenuating circumstances, and identify the changes the student is making to ensure his/her success. The Program Director will review the appeal with all other PTA faculty and a collective decision will be made regarding the individual student. If additional information is needed, this may be requested of the student. The faculty considers three criteria when reviewing the appeal:

1. Extenuating circumstances that may have contributed to the student's difficulties.
2. Evidence of a realistic plan of changes to increase the student's chance of success
3. Likelihood of success if the student were given another chance.

Students will be granted only one opportunity to appeal for re-entry into the program. Students who are not successful in any program course after meeting with the Appeals Committee will be dismissed from the program with no further opportunity to appeal for re-entry.

Conditions for Re-entry to the PTA Program:

1. Students must meet all college and program admission requirements
2. The student must request re-entry to the program in writing
3. Program faculty will determine the appropriateness for re-entry on a case-by-case basis, considering factors such the student's status at the time of exit from the program, reason for program withdrawal, justification for re-entry, adequacy of program space and staffing levels
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is 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 skill checks, quizzes, and exams for the 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 may be required prior to readmission into the program.
8. A student is eligible for re-entry/re-admission into the PTA program one (1) time only

6.9 Graduation Requirements

An Associate of Applied Science Degree with a major in Physical Therapist Assistant will be issued to students who complete the prescribed curriculum both in hours of attendance and in terms of achievement, have obtained satisfactory achievement (at least a grade of “C” or 2.0 grade point average) in their technical and clinical education courses, have maintained at least an overall grade of “C” or at least a 2.0 grade point average in the program and are recommended by the department instructors and the dean/chairperson of the division.

6.10 Transfers into PTA Program

A student may transfer from a professional physical therapy program or another PTA program provided that the student meets the following criteria:

1. The Madison Area Technical College and PTA Program application and registration procedures are completed.
2. The student must apply within one year of leaving the original PT or PTA program. The student must be in good standings at the previous institution according to Madison College PTA program standards.
3. All PTA courses must be taken in their entirety even if students have successfully completed units of the course in another PT or PTA program.
4. A plan to introduce a student from a PT program to the PTA role will be developed by the PTA Program faculty and the student. This plan may include self-study, or an on-site visit with a PTA in the community. This plan includes taking Patient Interventions and Professional Issues I before proceeding with other PTA core courses.
5. A skills assessment exam may also be required.
6. Acceptance is also dependent on the availability of clinical site placement.

6.11 Licensure

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. Most states require licensure or certification to work as a PTA. Wisconsin requires licensure to work as a PTA.

Laboratory Policies

7.1 Informed Consent Policy: Participation in the Laboratory

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 and the Statement of Acknowledgement/Agreement/Understanding 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.

7.2 Laboratory Skills Practice

Physical Therapist Assistant students learn certain skills in the Skills Lab that are somewhat invasive in nature, but which are best practiced on partners before attempting to perform them on clients. For these skills, a faculty member will teach and demonstrate the skill to a small group of students and then supervise each student on a one-to-one basis to insure that the student prepares equipment properly, performs the procedure on another student safely, and disposes of equipment safely.

The following are standard procedures for all Lab experiences:

- 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.
- Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
- The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
- 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.

No food or beverages are allowed during class or during open lab time.

7.3 Risks and Discomforts

Safety in application of treatments will be a primary emphasis in the PTA Program as it should be in your future practice. Apply the least amount of force or intensity to achieve the physical therapy treatment goals. As with any treatment, you must understand that there exists the possibility of discomfort, pain, muscle soreness, freezing or burning tissue, or other unexpected phenomenon. It is your responsibility as a student to adhere to safety guidelines. Additionally, you must immediately report any problems or feelings of discomfort to your instructor.

7.4 Lab Clothing

Observation, palpation, assessment, and treatment of the extremities and back may be a component of each lab.

- Changing areas are the Men's/Women's restrooms located near the PTA Program Lab.
- 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 for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. 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.
- During lab sessions, students will role play either patients or PTA's 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.

7.5 Skill Acquisition and Approval Ladder

You must become proficient in the practice of many skills. The chart below illustrates the steps for accomplishing this. These steps give you the opportunity to learn, make mistakes, and learn better.

STEP	DESCRIPTION
Read	Read assignments and review notes. Attempt to come into the lab ready to go with a general understanding of what will be covered that day.
Demonstration	The instructor will demonstrate the skill in the lab.
Lab Practice	You will practice the skill in lab with a partner. Because no two people will respond alike, it is highly recommended that you switch partners frequently for a different experience.
Practice with a Partner	During available times, practice the same skill with a partner. This is a good time to develop questions for clarification with the instructor.
Peer Check	Have a partner Peer Check you as you perform the skill. Message to the peer: Be meticulous in your assessment! Offer constructive criticism so that the student learns the correct method.
Competency Check	You will complete a competency check on selected skills with the course instructor. Please be fully prepared! If you do not pass, the instructor will indicate what you missed and clarify information. You will need to schedule an appointment for an additional competency check on another day.
Practical Exam	Practical exams will incorporate a number of skills into a single session of testing. You will not be permitted to take the Practical Exam until all related competency checks are successfully completed. The instructor will provide deadlines and consequences for failing to meet the deadlines.
Clinical Practice	Once in the clinic, you will arrange with your Clinical Instructor to perform a specific list of skills. If supervised, you may assist with (i.e. not perform independently) any skills that you have not completed (all checks and exams) in the class; however you will not receive credit on your performance instrument (CPI) for trying those skills.

COMPETENCY CHECKS

A competency check is an assessment of a student's ability to demonstrate competence in a PTA skill. Competency check assessments are done in two different ways. First, a peer competency check must be completed. The results of the peer competency check 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 competency checks performed by an instructor will be performed during open lab times, during scheduled course labs (if there is time), or by appointment.

Competency checks contain safety elements of PTA skills that must be completed in order to pass the competency check. If a student fails any safety element, they automatically fail the competency check and must retake it. Cueing by the instructor needed to complete a competency check results in a need to retake the competency check. A student must meet with the instructor to devise a plan for remediation and schedule a retake of the competency check. The student is given 3 attempts to complete the competency check. Failure to complete the competency will result in the inability to progress in the course.

Students are expected to take competency checks the week they are scheduled. Failure to complete competency checks will delay progression in the course as skills are progressive.

Students must successfully pass a competency check prior to taking the practical exam which contains the competency check content area. It is the student's responsibility to make sure all competency checks have been completed prior to practical exams.

Students who successfully pass a competency check are considered competent in that skill, and are expected to maintain competence through regular review of the skill.

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 integrate content from current and prior program courses. Practical exams must be passed with a score of at least 78% and can be retaken once if a 78% score is not achieved. If a student obtains a score above 78% on a re-taken practical examination, a maximum score of 78% will be used for final grade calculation. PTA Program faculty members will be present for the practical exam if a practical examination retake is required. Students must demonstrate a 78% on either the initial practical exam or during an exam retake to pass 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 one peer competency check and one faculty competency check prior to taking the practical exam. Cueing required to complete a practical exam results in a reduction in the student's score. Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam.

Upon failure of a practical exam, the student will be notified as soon as the score is determined. The student will be required to schedule an appointment with the instructor to review the exam and develop a plan to better prepare for a retake examination. The retake exam must be taken within two weeks of the failed practical exam.

Students are allowed to retake one practical exam per course. Upon failure of the second practical examination, the student will be dismissed from the course. Some consideration is given to a student in the first trimester of the program, however a meeting with the Program Director is required. In addition, students are allowed a total of four practical examination retakes for the entire program. Upon failure of the fifth practical examination, the student will be dismissed from the program.

7.6 Product and Equipment Use

Students in the PTA Program will be working with health care supplies and equipment in the laboratory and clinical settings. Students will be required to purchase some of these health care supplies. Supplies and equipment are to be utilized only for educational purposes. Many of these products and pieces of equipment have a medical application and would need a physician's direction and supervision in a health care setting. Use of these products for purposes other than those expressly authorized by the PTA instructor is strictly prohibited. Madison Area Technical College assumes no liability for any unauthorized use and will take disciplinary action against any employee or student up to, and including expulsion or termination who utilizes these products and equipment in an unauthorized manner. Students are encouraged to ask their instructors questions about use of these products.

All classroom and laboratory equipment are property of Madison Area Technical College, and not for personal use. All laboratory equipment used in the skills laboratory must be used under the supervision of or with approval from the PTA program faculty. Students are expected to use good judgment and follow safety practices when using all college equipment. Equipment is inspected annually prior to the start of the fall trimester and maintained in proper working order.

7.7 Confidentiality: Care of Clients in the Clinical and Laboratory Setting

All health care professionals, including students, are held to strict standards of confidentiality. The legal and ethical aspects of this are discussed in introductory program courses. Students are required to sign a statement acknowledging these standards and the consequences of breaking the standards. Violation of confidentiality will be grounds for immediate dismissal from the program.

7.8 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 the Statement of Acknowledgement/Agreement/Understanding at the end of the PTA Program Student Handbook indicating understanding of this possibility to allow videotaping and digital photography. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student has concerns about videotaping/digital photography they should contact the Program Director or instructor for the specific course. 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.

Clinical Experiences

8.1 Participation

Clinical Education is an integral part of the curriculum of the PTA Program at Madison Area Technical College. During clinical experiences, the student is given the opportunity to apply knowledge and skills learned in the classroom and laboratory setting to actual patients. This is done with the supervision of a clinical instructor (CI) who may be a physical therapist or physical therapist assistant employed by clinical sites. The goal is to have each student gain a wide variety of patient experiences through their clinical experiences. Criteria for passing will be discussed in each course. Ability to participate in the clinical portion of your educational experience assumes:

- You have fully participated in and demonstrated competency in the skills identified as components of the present and past terms.
- You will utilize professional dress and behavior to present yourself well as a student
- All previous academic and clinical work has been completed successfully.
- You are in good standing in all core courses (minimum grade of at least a “C”)
- Self-assessment of Professional Behaviors – refer to policy 5.2 for guideline requirements

8.2 Off-Campus Educational Experiences

Cost and liability of travel to and from off-campus clinical and laboratory experiences, including, but not limited to field trips, clinical experiences, and off-campus labs are the responsibility of the student. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except if the experience is observational in nature, or if supervision is provided by on-site clinical facility.

Students must introduce themselves as being a student to all patients/clients and clinical personnel they work with in the clinical setting. Students must wear appropriate attire and their name badge when in any clinical setting.

Patients/clients have the right to refuse to be cared for by a student in the clinical setting. In the event of a client refusal, the clinical faculty will work with the student on creating an alternative learning experience for the student.

Emergency medical care while at off-campus sites will be made available by the site. The student will be responsible for any charges incurred.

The PTA Program will follow all college policies concerning off campus educational experiences.

8.3 Where Clinical Education Fits into the Curriculum

The clinical education component occurs in the second year of core PTA courses and includes:

PTA Clinical Practice 1: Full-Time clinical rotation of 3 weeks during the third term

PTA Clinical Practice 2: Full-Time clinical rotation of 4 weeks during fourth term

PTA Clinical Practice 3: Full-Time clinical rotation of 7 weeks during fourth term

8.4 Establishing the Clinical Affiliation

Each clinical site utilized by the Physical Therapist Assistant (PTA) Program will meet the APTA guidelines for selecting clinical education sites.

The PTA clinical sites will be reviewed and revised as needed if changes occur in objectives, programs, and personnel at the site. Furthermore, students will only be assigned to clinical sites with properly executed and unexpired written agreements in place. Annual review of the written contacts is conducted annually during Convocation by PTA program faculty and/or staff.

Clinical sites are established either by contact from the faculty at Madison Area Technical College, or by the clinical site contacting the PTA Program expressing interest in working with students. Prior to students being sent to any site, PTA faculty performs an assessment to determine compatibility of the strengths/needs of the site, and the needs of the program.

If you have a site you would like the PTA Program to consider, please inform the Academic Coordinator for Clinical Education (ACCE), and follow-up will be performed as appropriate.

8.5 Making Clinical Assignments

The Academic Coordinator for Clinical Education (ACCE) will assign students to appropriate clinical sites. Every effort will be made to ensure that each student gains experience in treating patients in an inpatient setting (hospital and/or skilled nursing facility) and an outpatient setting (hospital outpatient, private clinic, rural practice). Depending on the interest of each student, and availability of clinical sites, it may be possible to gain experience in a specialty area (pediatrics, sports medicine, home health, industrial rehab, etc.). Assignments are made based on:

- Strengths/needs of the clinical site
- Strengths/needs of the student
- Type(s) of clinical rotations previously done by the student

The impact of travel time is considered during the assignment of clinical rotations, but cannot be a deciding factor. Students may be asked to travel up to several hours away for the full-time clinical experiences. During these rotations, the student will be responsible for all transportation, meals, and lodging expenses.

The ACCE will use the following algorithm for clinical placement:

- Students meet individually with ACCE in the first month of the 1st year in the program to review clinical placements, settings, interests and process during program.
- Students complete clinical placement surveys trimester II and return to ACCE.
- Students meet individually with ACCE the 1st month of the 2nd year in the program to review progress and eligibility for upcoming clinical placements.

- Students meet as a group 1hr /week first 6-7 weeks of clinical practice 1 preparing for clinical placement including reviewing forms, contacts, grading criteria, CPI grading document, deadlines, policy & procedures appropriate to all settings.
- Clinical affiliation letters, contract reviews and commitment forms sent out by ACCE in accordance with national APTA clinical commitment date, 3/1 annually for next year
- Clinical affiliation commitments are received and tabulated by ACCE. The ACCE continues to contact sites and work to achieve the number and setting variations needed for students approaching Clinicals as needed.
- Clinical affiliation placements are recorded on commitment board in the ACCE office and electronically. Electronic copy is available on the faculty computer shared drive.
- ACCE creates the student placement matrix spreadsheet listing all students and rotations by setting generated by comparing available commitments with student surveys assuring multiple and varied settings for each student as primary and matching preferences as available as secondary priority. Other considerations are given as available for transportation issues, room & board availability, and specialty requests (prosthetics, aquatics, and women's health etc.) The student clinical placement matrix spreadsheet is available electronically and in hard copy in the ACCE office.
- ACCE maintains the student clinical matrix, tracking successful completion of grading criteria in successive clinical practice rotations through completion of clinical practice 3

8.6 Preparing for the Clinic

All policies and procedures for going to the Clinic are reviewed in Clinical Practice 1.

1. Students are required to carry accident insurance during all semesters that they are involved with clinical work. (See section 4.6 of the PTA Student Handbook)
2. Students are required to have a TB test on a yearly basis and are responsible for making sure that the test is done and the results are in their records in a timely manner. Annual flu shots are also required of most facilities and must be maintained.
3. Students must complete the health physical form required by the college, before clinical placement will be allowed.
4. Students must maintain current CPR certification for the healthcare provider (see policy 9.2).

NOTE: A student will not be allowed to attend their clinical rotation if these required preparations are not completed as requested. Failure to submit listed items will result in an inability to allow the student to participate at clinical sites and complete the program.

8.7 Dress and Appearance at Clinical Sites

Professional standards of appearance are important to the overall quality of patient care. Therefore, a high level of personal cleanliness must be maintained. Poor personal and oral hygiene will not be tolerated. Students must abide by any specific dress code requirements the Clinical Facility may have in place. Clinical name badges must be worn at all times.

The following general standards will be required at clinical sites in addition to any requirements of the clinical facility.

Attire	Appropriate	Inappropriate
Shirts	Professional appearing button-down or pull-over shirts	Faded, torn, or ripped. Spandex, gauze, sheer, lacy, T-shirts, or leather material. Sleeveless, low-cut, or tight fitting. Crop tops, sweat shirts, tank tops, halter tops.
Pants	Professional appearing pants, ankle length	Blue jeans, parachute pants, crop pants, harem pants, leggings, stirrup pants, form fitting pants/stirrups, shorts
Skirts and Dresses	Professional style and length	Low-cut or sheer sundresses, dresses with excessive slits on the sides or back, short skirts well above the knee, tight fitting or revealing skirts
Shoes	Professional style appropriate to clothing, clean	No open toe shoes, sport sandals, high heels or clogs.
Underwear	Discreet	Bright and/or noticeable colors, patterns or lines
Fingernails	Must be short and neat.	Artificial nails, bright nail polish or designs.
Hair	Must be clean, combed away from the eyes/face and tied back if shoulder length or longer. Must be in naturally occurring colors. Mustaches and beards must be neat and trimmed.	Dirty, in the face, brightly colored (i.e. orange, purple, green, etc.), untrimmed facial hair.
Perfumes	None	None allowed
Jewelry	Conservative and discrete. Only engagement/wedding rings	Rings that interfere with gloving, large chains, dangling or hoop jewelry.
Body Piercing	Pierced earrings are acceptable in small numbers	Visible body piercings including facial and tongue jewelry, multiple ear piercings.
Tattoos	All tattoos must be covered or not easily visible	Uncovered tattoos on arms, hands, legs, face or other visible areas.
Gum/Candy	Discrete use in non-patient areas	Bubble gum, chewy candies and other food should be avoided in area where patients have direct contact with staff.

8.8 Supervision of Student Physical Therapist Assistants

According to the APTA, **HOD P06-00-19-31** [Amended HOD 06-96-20-35; HOD 06-95-20-11] Student physical therapist assistants, when participating as part of a physical therapist assistant education curriculum, and when acting in accordance with the American Physical Therapy Association policy and applicable state laws and regulations, are qualified to perform selected physical therapy interventions under the direction and direct supervision of either the physical therapist alone or the physical therapist and physical therapist assistant. The physical therapist is responsible for patient/client management. Direct supervision means the physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the *Guide to Physical Therapist Practice*. Telecommunications does not meet the requirement of direct supervision.

Additionally, Clinical Instructors and students are responsible for meeting specific payer source supervision requirements.

General Policies and Procedures

9.1 Confidentiality Policy: Student Health Records and Criminal Background Information

All health care students are required to submit a Criminal Background Check (CBC), including a National Sex Offender Index, and a complete health history/physical examination form. These forms will be completed, scanned and uploaded through the mandatory Orientation course; it is the student's responsibility to maintain currency with this requirement.

The Program Director and ACCE will receive a copy of the student's health history and criminal background information prior to the student beginning coursework in the PTA program. All background check information is shared with the prospective clinical sites as students sign a disclosure to release information on the CBC and health requirements to the professional college and clinical affiliate staff as needed. If a student's CBC indicates a "red flag", he/she will be notified within 48 hours of the report and a meeting is set up to discuss the possible implications regarding clinical placement and licensure. The information in Student Handbook Section 9.7 is discussed thoroughly and the students is asked to sign an acknowledgement that Madison College cannot guarantee placement in the clinic based on CBC results regardless of the nature of the "red flag". In addition, it is the responsibility of the student to report any changes in criminal activity while active in the PTA program to the Program Director as this may limit clinical placement and/or licensure.

The Program Director will maintain the students' health screening forms and background information electronically as part of the student's record.

9.2 CPR Certification

Students are required to be certified in Cardiopulmonary resuscitation (CPR), Infant through Adult with AED training, prior to the beginning of the first Physical Therapist Assistant Program course, and to maintain current certification at all times. Proof of certification will be scanned and uploaded through Castle Branch and must be kept up to date. It is the responsibility of the student to arrange for this training and certification outside of the Physical Therapist Assistant Program. Accepted certifications are the American Heart Association BLS for Health Care Providers or the American Red Cross – Professional CPR/AED. Students who do not have current CPR certification will not be able to go to clinical education experiences.

9.3 Health Requirements

Students are required to have the following physical examinations, tests, and immunizations:

1. Physical examination on file prior to entering core PTA courses. Document must be uploaded through CastleBranch.com.
2. Tuberculosis testing:
 - a. Student is required to have a two-step TB skin test within six months prior to Clinical Laboratory Experience. The two-step test involves being re-tested one week after the initial TB test. If the TB skin test is positive, chest x-ray is required. If chest x-ray is positive, proof of treatment is required.

- b. Students who have an annual TB skin test need only one TB skin test within 45 days of starting the program.
 - c. The date of the TB skin tests, results in millimeters (i.e. “negative” is not acceptable), and name of the provider must be documented on the form
 - d. A student who has previously tested positive must have documentation from a physician indication that the student does not have TB. A chest x-ray is required for confirmation.
 - e. All students are required to have an annual TB skin test while in the program; however those students who have previously tested positive for TB are required to fill out a questionnaire regarding current symptom status.
3. Immunizations:
- a. Student is required to have written evidence of two MMR (mumps, measles, rubella) immunizations **or** written documentation of titers drawn that show immunity to mumps, measles, and rubella (lab test results). Make sure laboratory results show immunity to all three diseases. If immunization is necessary, keep in mind that there is a series of two required immunizations and you must wait at least one month between immunizations.
 - b. Student is required to have written evidence of two varicella immunizations **or** written documentation of titer drawn to show immunity to varicella (lab test result).
 - c. Student is required to have a tetanus/diphtheria (Tdap) immunization within the last 10 years.
 - d. Student is required to be immunized for hepatitis B or sign a waiver declining. This is a series of three immunizations with a one month wait for the second and a six month wait for the third immunization. The first is required by the first week of school with the documentation for the remainder due when immunizations are complete. If a student decides to waive this immunization, it is the responsibility of the student to inform any potential clinical site and present the signed waiver. In addition the signed waiver must be scanned and uploaded to castlebranch.com.
 - e. Many clinical sites require an annual influenza vaccination. It is the responsibility of the student to obtain this vaccination and upload proof to their castlebranch.com account.

9.4 Illness/Injury

Students in the Physical Therapist Assistant Program at Madison Area Technical College provide direct care and personally services to persons who are coping with stress and illness and who are physically vulnerable. There are also occupational hazards that the student may be exposed to during the process of classroom and clinical experiences. The PTA program’s student health requirements have been developed based on industry standards to minimize the health and safety risks for both students and the patients under their care. In addition, clinical contracts with cooperating agencies require that students meet the same health requirements as agency employees. Health agencies can be fined if students placed in their agency do not meet employee health requirements.

The health criteria must be met prior to starting the PTA program at Madison College. While these requirements are clinical requirements, they must be met prior to program entry, not clinical entry.

Failure to meet these requirements will eliminate a student from clinical placement and from continuing in his/her program. Students must maintain yearly TB testing and current CPR certification while in the program.

Students are responsible for reporting clinical absences to the clinical site/agency. Students should not expose patients, families, and agency staff to infectious agents. In addition, health care agency policies vary concerning allowing an injured student to be in a clinical facility. If a student has an injury that would limit his/her ability to attend clinical, the student must be unable to meet the objectives for the course.

9.5 Guidelines for Protecting the Health of Self and Others

Physical Therapist Assistant students are expected to adhere to the following guidelines in order to protect themselves, clients, and other health care team members from injury, infection, and harm. A student who does not follow the standards of safe practice or college behavioral standards will be dismissed from the learning site in accordance with the policies and procedures outlined in the Student Handbook. Reinstatement will be determined through college and clinical agency policies and procedures.

1. Follow Standard Precautions and Blood-Borne Pathogen Exposure Plan (see section 9.6)
2. Use appropriate body mechanics when moving, lifting, and bending; seek assistance for lifts/moves when additional help is needed.
3. Follow principles of clean and sterile techniques.
4. Follow agency policies and procedures for the use of restraints.
5. Assist clients in gaining self-control and/or use self-defense techniques in potentially dangerous situations.
6. Maintain a clean, orderly work environment, free of safety hazards.
7. Do not expose patients, families, and/or agency staff to possible infectious agents.
8. Communicate changes in client's status in timely manner.
9. Familiarize self with agency safety policies in case of fire, tornado, or other emergencies.

The college and/or clinical site are not responsible for any accidents or injuries to the students.

9.6 Blood Borne Pathogen Exposure Response Policy

What does blood borne pathogen mean?

Blood refers to human blood, human blood components and products made from blood. Pathogen refers to a specific organism capable of causing disease. Pathogens are potentially present in blood and all other body fluids, secretions and excretions. Exposure to pathogens in blood and other body fluids is an occupational hazard in nursing.

What are some examples of these pathogens?

Examples include (but are not limited to): hepatitis B virus (HBV), hepatitis C virus (HCV), hepatitis D (HDV), syphilis, malaria and human immunodeficiency virus (HIV).

Are there vaccines that protect against these diseases?

A HBV vaccine is available and assists in the prevention (not the cure) of HBV. All PTA students are required to be vaccinated against HBV prior to clinical education experiences. There is no vaccine currently commercially available to prevent HIV. In general, vaccines are not available to protect against other blood-borne diseases.

What are symptoms of these diseases?

An individual affected with blood borne diseases may be asymptomatic (show no symptoms). However, the individual may be a carrier of the disease and transmit the disease to others. The greatest risk of exposure occurs while caring for individuals who do not have a documented disease.

If symptoms exist they may include:

- HBV: Mild “flu-like” symptoms (e.g., fever, headaches, muscle aches, fatigue, loss of appetite, vomiting and diarrhea). Jaundice (a yellowing of the skin and whites of the eyes). Urine may become darker in color.
- HCV: Loss of appetite, fatigue, nausea and vomiting, vague stomach pain and jaundice (a yellowing of the skin and whites of the eyes).
- HIV: Mild “flu-like” symptoms, persistent low grade fever, sore throat, nausea, diarrhea, increased fatigue, weakness, unexplained weight loss, enlarged lymph nodes and difficulty swallowing, a dry cough, sores, rashes and headaches. In most cases, contracting HIV ultimately leads to the development of Acquired Immunodeficiency Syndrome (AIDS).

How are these pathogens transmitted?

Pathogens are spread by direct exposure (eye, mouth, mucous membrane, non-intact skin) to blood, body fluids or other potentially infectious materials. Among the general public, a high percentage of blood borne transmission occurs from the use of shared needles during drug abuse and from sexual contact. Occupational related transmissions typically occur by percutaneous exposures (puncture or cut injuries), but also occur from exposures to infectious materials via mucous membrane, non-intact skin, existing cuts, acne, etc. According to the Center for Disease Control (CDC), approximately 80-90% of the workplace seroconversions for diseases result from needle sticks. The risk of contracting HBV in the workplace is significantly greater than the risk of contracting HIV. Wearing gloves significantly reduces the risk of exposure to pathogens in the blood and other body fluids should a needle stick occur.

What is considered an exposure incident?

An exposure incident is defined by Occupational Health and Safety Administration (OSHA) as a specific eye, mouth or other mucous membrane, non-intact skin (cuts, abrasions, sores) or parenteral (penetrating the skin) contact with blood or other potentially infectious material that may or can occur during your clinical or lab experiences.

How can I protect myself from occupational hazards of these pathogens in clinical and lab?

- A. Students should employ Standard Precautions when working with clients during clinical experiences (specific information on Standard Precautions can be found below).

- B. Definitions:
1. Sharps – objects that can pierce, puncture, or cut the skin (e.g., needles, scalpels, broken glass, broken capillary tubes, exposed ends of dental wires).
 2. Contaminated – touched by body fluids or tissues that have the potential to contain infectious agents (e.g., HIV or HBV).
 3. Non-sterile – not sterile but not contaminated with body fluids or tissues.
- C. Efforts are focused on prevention. All students must adhere to the following procedures to work safely in the lab and at clinical facilities:
1. Extreme caution should be used when handling sharps to prevent accidental puncture of the skin.
 - Treat all sharps as a potential source of injury.
 - Store sharps properly.
 2. Broken glassware (contaminated or not) should be cleaned up using a mechanical means (e.g., brush, dust pan, tongs, forceps); do not pick up directly with hands.
 3. Sharps need to be disposed of in an appropriate container (puncture-resistant, leak proof, labeled). Containers should be replaced by lab personnel when two-thirds full. If a disposal container is more than two-thirds full, do not use and notify lab personnel. Under no circumstances should a sharp be forced into a disposal container or fingers inserted into the opening of the sharps container.
- D. Prior to your first clinical experience you will receive instruction on how to protect yourself from exposure to blood borne pathogens and other occupational hazards. Instruction may include classroom presentation, discussion, videotapes or readings.

During orientation to each clinical site your instructor will show you the location of the unit/department infection control manual, personal protective equipment (e.g., gowns, gloves, masks, and goggles) and sharps disposal boxes.

What actions are necessary if an exposure occurs?

- A. If a puncture, laceration or other broken skin occurs:
- dispose of the sharp immediately in sharps box.
 - squeeze or apply pressure to the puncture or open area to induce bleeding.
 - cleanse the wound thoroughly with soap and water.
- B. If a mucous membrane exposure or conjunctival (eye) exposure occurs:
- irrigate the affected area immediately with large amounts of water or normal saline.
- C. For any exposure follow these steps:
- apply first aid
 - notify the instructor or lab personnel
 - complete Madison College Accident/Incident Report form with instructor or lab personnel
 - obtain medical evaluation immediately or within 24 hours from personal health care provider (at student's cost)

STANDARD PRECAUTIONS

Standard Precautions are designed to reduce the risk of transmission of blood borne pathogens, especially to health care workers, and to reduce the risk of transmission of all pathogens from moist body substances. Standard Precautions apply to (1) blood; (2) all body fluids, secretions, and excretions (except sweat), regardless of whether or not they contain visible blood; (3) non-intact skin; and (4) mucous membranes. Standard Precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in health care facilities.

Use Standard Precautions, or the equivalent, for the care of all patients:

A. Hand Hygiene

1. Implement hand hygiene (i.e., hand washing or the use of an alcohol-based hand rub) after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn. Implement hand hygiene immediately after gloves are removed, between patient contacts, and when otherwise indicated to avoid transfer of microorganisms to other patients or environments. Hand hygiene may be necessary between tasks and procedures on the same patient to prevent cross-contamination of different body sites.
2. Use a plain (non-antimicrobial) soap for routine hand washing.
3. Use an antimicrobial agent or a waterless antiseptic agent for specific circumstances (e.g., control of outbreaks or hyperendemic infections) as defined by the infection control program.
4. Use alcohol-based hand rubs by applying to the palm of one hand, rubbing hands together (covering all surfaces of hands and fingers) and rubbing until dry.
5. Avoid the use of artificial nails.

B. Gloves

Wear clean non-sterile gloves when touching blood, body fluids, secretions, excretions and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms. Remove gloves promptly after use (before touching non-contaminated items or environmental surfaces and before contact with another patient); implement hand hygiene immediately to avoid transfer of microorganisms to other patients or environments.

C. Mask, Eye Protection, Face Shield

Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions.

D. Gown

Wear a clean non-sterile gown to protect skin and to prevent soiling of clothing during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluid, secretions or excretions. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and implement hand hygiene to avoid transfer of microorganisms to other patients or environments.

- E. **Patient-Care Equipment**
Handle used patient-care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been cleaned and reprocessed appropriately. Ensure that single-use items are discarded properly.
- F. **Environmental Control**
Ensure that the hospital has adequate procedures for the routine care, cleaning and disinfecting of environmental surfaces, beds, bed rails, bedside equipment and other frequently touched surfaces and ensure that these procedures are being followed.
- G. **Linen**
Handle, transport and process used linen soiled with blood, body fluids, secretions and excretions in a manner that prevents skin and mucous membrane exposure and contamination of clothing and that avoids transfer of microorganisms to other patients and environments.
- H. **Occupational Health and Blood borne Pathogens**
1. Take care to prevent injuries when: (1) using or handling needles, scalpels, and other sharp instruments or devices; (2) handling sharp instruments after procedures; (3) cleaning used instruments; and (4) disposing of used sharps. Never recap used needles or manipulate them using both hands. Do not use any other technique that involves directing the point of a needle toward any part of the body. Use a one-handed “scoop” technique or a passive recapping device. Do not remove used needles from disposable syringes by hand and do not bend, break or otherwise manipulate used needles by hand. Place used disposable syringes/needles and other sharps in appropriate puncture-resistant containers that are located as close as practical to the area in which the items were used.
2. Use mouthpieces, resuscitation bags or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.
- I. **Patient Placement**
Place a patient who contaminates the environment or who does not (or cannot be expected to) assist in maintaining appropriate hygiene or environmental control in a private room. If a private room is not available, consult with infection control professionals regarding patient placement or other alternatives.

9.7 Legal Requirements

Criminal Background Checks

As of October 1998, Wisconsin Act 27 requires that a criminal background and history check be conducted on all persons “responsible for the care, safety and security of children and adults.” This law applies to clinical agencies utilized in the Physical Therapist Assistant program. Therefore, all students must have this background check completed prior to enrollment in first trimester PTA core courses. Persons who have impending criminal charges for or who have been convicted of certain

crimes (after age 11) may be permanently barred from licensure and/or employment. A completed background check as prescribed under Wisconsin's law includes:

- completed self-disclosure background information;
- electronic status check of professional licenses and credentials through the Department of Regulations and Licensing;
- electronic criminal history search from the Wisconsin Department of Justice; and
- electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect, and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal court criminal history search, check of relevant military records, and check of county or local records. Information found in this process may prevent placement in a clinical agency or at a practicum site for those experiences required to graduate from the program. This information may also affect eligibility to obtain state licensure. More information can be obtained at the Department of Health and Family Services Website. ***Knowingly providing false information or omitting information may result in dismissal from the program.***

Licensure

Graduates of the Associate Degree Physical Therapist Assistant Program must be licensed in order to practice as a physical therapist assistant in many states of the country, including Wisconsin. Candidates with criminal records or who have abused or are currently abusing chemical substances may not be eligible for licensure. Applicants who have been convicted of a misdemeanor or felony must acknowledge charges at the time of licensure application. **If there is a concern, students are advised to clarify their status with the State of Wisconsin – Department of Regulation and Licensing.**

9.8 Latex Policy

Students who have or who develop a latex allergy while in a SoHE program may find it difficult to complete the program's requirements. A latex-free environment cannot be guaranteed at Madison Area Technical College or any of its health care affiliates. Students with concerns should contact the appropriate program director and their health care provider to discuss the ramifications of a latex allergy.

9.9 Statement of Acknowledgement/Agreement/Understanding

Confidential Information

The relationship between a Physician/Therapist, Therapist Assistant/Health Professional and the patient is a very personal one and is absolutely confidential, both from an ethical and legal standpoint. As a student, you may be exposed to patient medical information in the due course of your clinical experience. It is a firm policy of the Health Care Agency and Madison Area Technical College that these matters of confidence never be inappropriately discussed either inside or outside the agency or school. No one has the authority or reason to review any information contained in any patient's history except in the line of duty; students are to read only that part of the record that

is absolutely necessary. Physicians/Therapists, Therapist Assistants/Health Professionals or their designated may release medical, surgical and counseling information, but only with the express written consent of the patient. **Violation of this section will be grounds for immediate dismissal.**

Waiver for Invasive Procedures for the Physical Therapist Assistant Program

The Physical Therapist Assistant faculty at Madison Area Technical College recognizes the importance of performing selected invasive procedures as part of your educational experience. We realize that though all precautions will be taken to prevent injury, accidents do occur in cases where directions are not followed or safety precautions are not adhered to. Madison Area Technical College will not be held responsible for any injuries that occur due to the above.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (42 U.S.C. 12101, et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) prohibits discrimination of persons because of his or her disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to insure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information of the functional abilities required of a student in the Physical Therapist Assistant Program. In addition, students must complete, scan and upload the Essential Functions form to CertifiedBackground.com during Orientation acknowledging the ability to meet the essential functions with or without accommodation.

9.10 Student Rights & Responsibilities

Madison Area Technical College is a tax-supported institution, which serves a large student body, many community groups and many visitors. It is important for the college and its many constituents that students have knowledge of their rights and responsibilities reflective of the values of the college—excellence, respect and integrity. The following rights and responsibilities apply to all students of Madison Area Technical College. Additional information can be found at <https://madisoncollege.edu/student-rights-responsibilities>.

Student Rights

1. Students have the right to experience a high quality learning environment, free from disruptions and distractions.
2. Students have the right to be treated with respect and dignity, free from harassment and/or discrimination.
3. Students have the right to request reasonable and appropriate support and assistance from the other campus community members, including students, staff, and faculty in maintaining a climate conducive to thinking and learning.
4. Students have the right to protection against improper academic evaluation.
5. Students have the right to a safe, tobacco-free, drug-free, weapons-free and alcohol-free learning environment.
6. Students have the right to express their ideas in writing, in speech, or by use of other media, within the guarantees of the law.

7. Students have the right to participate in the formulation and application of college policy affecting student life and services through clearly defined means, to form clubs and organizations within the guidelines established by the Student Activities Board and to allocate appropriate student activity and incidental fees.
8. Students have the right to bring formal charges against other campus community members for violating the Student Code of Conduct or other college policies, procedures and/or practices.
9. Students have the right to due process if accused of violating the Madison Area Technical College Student Code of Conduct. This includes a right to be heard, a right to decision and review by impartial persons or bodies, and a right to adequate notice.
10. Students have the right to protection against identity theft and fraud and to have personally identifiable information from the college records not be disclosed by the College without each student's prior written consent; to request to withhold student record information; to inspect, review and challenge the contents of their educational records; and to request corrections to inaccurate or misleading data contained in their records.

Student Responsibilities

The following responsibilities represent the Student Code of Conduct for the Madison Area Technical College (Madison College). Specific procedures should be followed to report an alleged Student Code of Conduct violation. Certain codes have specialized procedures as noted below. Additional information can be found at <https://madisoncollege.edu/student-rights-responsibilities>.

1. Students are responsible to comply with all local, state, and federal policies, statutes, laws and ordinances.
2. Students are responsible to comply with all college policies and procedures.
3. Students are responsible to interact in ways that will not interfere with the educational process and/or any Madison College sponsored activity. Class disruptions are considered an interference with the educational process. See [Classroom Disruptions](#) procedures.
4. Students are responsible to treat others with respect and dignity.
5. Students are responsible to take no action that improperly utilizes or is damaging or disabling to safety equipment or systems such as alarms, exit signs, fire extinguishers, window screens, sprinklers, elevators, or escalators.
6. Students are responsible to make no threat, nor take any action, which could potentially cause physical harm to themselves or others including but not limited to physical or sexual assault, suicidal and/or homicidal ideation, self-mutilation, or conduct which intentionally or recklessly threatens the health or safety of themselves or any person.
7. Students are responsible to take no action that improperly utilizes, alters, damages, or disables property, systems or equipment owned or leased by the College or other Madison College community members. This includes theft or unauthorized possession of another person's property.
8. Students are responsible to refrain from unauthorized entry or use of Madison College property, facilities, or systems. This includes the unauthorized possession and/or use of keys and electronic access cards or codes or occupation of College facilities which are locked, closed to student activities or otherwise restricted as to use.

9. Students are responsible to refrain from the unauthorized or illegal use, possession, or distribution of controlled substances, associated paraphernalia and/or alcohol on property owned or leased by Madison College or at a Madison College sponsored activity. This includes presence under the influence of alcohol or other drugs.
10. Students are responsible to refrain from the unauthorized use, possession or distribution of weapons, dangerous firearms (or their facsimiles), explosives and/or hazardous objects or substances on Madison College property or at Madison College sponsored activities. Students that are licensed under Wisconsin law to carry concealed weapons may carry such weapons only in places not prohibited by the College.
11. Students are responsible to be honest and furnish accurate information to all members of the Madison College community. Honesty includes the absence of all forms of academic dishonesty. Academic dishonesty is defined as: any behavior which results in a student giving or receiving unauthorized assistance or receiving credit for work that is NOT his/her own. See [Academic Integrity](#). Honesty also includes the absence of all forms of forgery, fraud, alteration, or misuse of any Madison College document, record, or instrument of identification.
12. Students are responsible for the behavior of any guest they escort onto the Madison College campus or have accompanying them at a Madison College sponsored activity.
13. Students are responsible to ensure that gambling does not occur on Madison College property or at Madison College sponsored activities.
14. Students are responsible to comply with all reasonable verbal and written instructions and/or directives from authorized Madison College personnel.
15. Students are responsible to take no action, which could be defined as discrimination. Discrimination is defined as: an unfairness or prejudice based on a person's age, race, creed/religion, color, disability, marital status, sex, national origin, ancestry, sexual orientation, gender identity/expression, conviction record, parental status or pregnancy, or protected veteran status in its educational programs, admissions, activities or employment practices. See [Harassment Discrimination](#) complaint procedures.
16. Students are responsible to take no action, which could be defined as harassment. Harassment is defined as: unwanted, deliberate, or repeated unsolicited comments, slurs, demeaning references, gestures, graphic materials, physical contacts, solicitation of favors, advances or other adverse treatment. See [Harassment Discrimination](#) complaint procedures.
17. Students who are members of formally recognized college clubs and organizations, which receive segregated funds through the Student Activities Board, are responsible to conduct themselves within the charters, constitutions, and guidelines of those organizations and of the Student Activities Board.
18. Students are responsible to be appropriately clothed and to wear shoes/sandals and shirts in/on Madison College facilities for safety and health reasons.
19. Students are responsible to ensure that smoking or the use of tobacco products or electronic tobacco product substitutes does not occur within any Madison College facility, or designated campus tobacco-free areas. Note all district facilities are designated as tobacco-free areas.
20. Students who wish to circulate petitions are responsible to obtain a facility permit from the Department of Facilities.
21. Students are responsible to refrain from using bicycles, skateboards, and rollerblades within Madison College facilities, or as posted on the grounds of district owned or leased property.

22. Students are responsible to conduct themselves appropriately when utilizing college-owned computer equipment and to follow the Student Computer Systems Acceptable Use Guidelines.
23. Students are responsible to comply with copyright law, which protects written works, recorded works, computer programs and other forms of expression. Copyright law generally prohibits the duplication of copyrighted works without the permission of the copyright owner, but there are important exceptions that permit copying for some educational purposes. For more information about the rights and obligations of the Madison College community under copyright law. See additional [Copyright Information](#).

In some cases, certain academic programs, such as the Criminal Justice-Law Enforcement Program and some Health Sciences programs, require students to comply with additional standards. Copies of these policies are available from instructors and from the dean/chairperson upon request. Students failing to recognize these standards may be withdrawn from one or more classes in the program at any time and/or be subject to other disciplinary action.

Any violation of the Student Code of Conduct may serve as a basis for formal disciplinary review and action.

APPENDIX

APTA Guide for Conduct of the Physical Therapist Assistant

Purpose

This Guide for Conduct of the Physical Therapist Assistant (Guide) is intended to serve physical therapist assistants in interpreting the Standards of Ethical Conduct for the Physical Therapist Assistant (Standards) of the American Physical Therapy Association (APTA). The APTA House of Delegates in June of 2009 adopted the revised Standards, which became effective on July 1, 2010.

The Guide provides a framework by which physical therapist assistants may determine the propriety of their conduct. It is also intended to guide the development of physical therapist assistant students. The Standards and the Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

Interpreting the Ethical Standards

The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the Ethics and Judicial Committee (EJC). The interpretations are set forth according to topic. These interpretations are intended to assist a physical therapist assistant in applying general ethical standards to specific situations. They address some but not all topics addressed in the Standards and should not be considered inclusive of all situations that could evolve.

This Guide is subject to change, and the Ethics and Judicial Committee will monitor and timely revise the Guide to address additional topics and Standards when necessary and as needed.

Preamble to the Standards

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.

Interpretation:

Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010; all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards were revised was to provide physical therapist assistants with a document that was clear enough such that they can read it standing alone without the need to seek extensive additional interpretation.

The Preamble states that “[n]o document that delineates ethical standards can address every situation.” The Preamble also states that 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.” Potential sources for advice or counsel include third parties and the myriad resources available on the APTA Web site. Inherent in a physical therapist assistant’s ethical decision-making process is the examination of his or her unique set of facts relative to the Standards.

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

Respect

Standard 1A states as follows:

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.

Interpretation: Standard 1A addresses the display of respect toward others. Unfortunately, there is no universal consensus about what respect looks like in every situation. For example, direct eye contact is viewed as respectful and courteous in some cultures and inappropriate in others. It is up to the individual to assess the appropriateness of behavior in various situations.

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

Altruism

Standard 2A states as follows:

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

Interpretation: Standard 2A addresses acting in the best interest of patients/clients over the interests of the physical therapist assistant. Often this is done without thought, but sometimes, especially at the end of the day when the clinician is fatigued and ready to go home, it is a conscious decision. For example, the physical therapist assistant may need to make a decision between leaving on time and staying at work longer to see a patient who was 15 minutes late for an appointment.

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.

Sound Decisions: Standard 3C states as follows:

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

Interpretation: To fulfill 3C, the physical therapist assistant must be knowledgeable about his or her legal scope of work as well as level of competence. As a physical therapist assistant gains experience and additional knowledge, there may be areas of physical therapy interventions in which he or she displays advanced skills. At the same time, other previously gained knowledge and skill may be lost due to lack of use. To make sound decisions, the physical therapist assistant must be able to self-reflect on his or her current level of competence.

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

Supervision: Standard 3E states as follows:

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.

Interpretation: Standard 3E goes beyond simply stating that the physical therapist assistants under the supervision of the physical therapist. Although a physical therapist retains responsibility for the patient/client throughout the episode of care, this standard requires the physical therapist assistant to take action by communicating with the supervising physical therapist when changes in the patient/client status indicate that modifications to the plan of care may be needed. Further information on supervision via APTA policies and resources is available on the APTA Web site.

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. A physical therapist assistant shall comply with laws and regulations governing physical therapy.

Integrity in Relationships: Standard 4

Interpretation: Standard 4 addresses the need for integrity in relationships. This is not limited to relationships with patients/clients, but includes everyone physical therapist assistants come into contact with in the normal provision of physical therapy services. For example, demonstrating integrity could encompass working collaboratively with the health care team and taking responsibility for one's role as a member of that team.

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 (e.g., patients/clients, students, supervisees, research participants, or employees).

Reporting:

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

Interpretation: When considering the application of “when appropriate” under Standard 4C, keep in mind that not all allegedly illegal or unethical acts should be reported immediately to an agency/authority. The determination of when to do so depends upon each situation's unique set of facts, applicable laws, regulations, and policies.

Depending upon those facts, it might be appropriate to communicate with the individuals involved. Consider whether the action has been corrected, and in that case, not reporting may be the most appropriate action. Note, however, that when an agency/authority does examine a potential ethical issue, fact finding will be its first step. The determination of ethicality requires an understanding of all of the relevant facts, but may still be subject to interpretation.

The EJC Opinion titled: Topic: Preserving Confidences; Physical Therapist's Reporting Obligation with Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

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.

Exploitation:

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

Interpretation: The statement is fairly clear –sexual relationships with their patients/clients, supervisees or students are prohibited. This component of Standard 4 is consistent with Standard 4B, which states:

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

Next, consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients/Former Patients (modified for physical therapist assistants):

A physical therapist [as assistant] stands in a relationship of trust to each patient and has an ethical obligation to act in the patient's best interest and to avoid any exploitation or abuse of the patient. Thus, if a physical therapist [assistant] has natural feelings of attraction toward a patient, he/she must sublimate those feelings in order to avoid sexual exploitation of the patient.

One's ethical decision making process should focus on whether the patient/client, supervisee or student is being exploited. In this context, questions have been asked about whether one can have a sexual relationship once the patient/client relationship ends. To this question, the EJC has opined as follows:

The Committee does not believe it feasible to establish any bright-line rule for when, if ever, initiation of a romantic/sexual relationship with a former patient would be ethically permissible.

.....

The Committee imagines that in some cases a romantic/sexual relationship would not offend ... if initiated with a former patient soon after the termination of treatment, while in others such a relationship might never be appropriate.

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.

Colleague Impairment: Standard 5D and 5E states as follows:

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.

Interpretation: The central tenet of Standard 5D and 5E is that inaction is not an option for a physical therapist assistant when faced with the circumstances described. Standard 5D states that a physical therapist assistant shall encourage colleagues to seek assistance or counsel while Standard 5E addresses reporting information to the appropriate authority.

5D and 5E both require a factual determination on the physical therapist assistant's part. This may be challenging in the sense that you might not know or it might be difficult for you to determine whether someone in fact has a physical, psychological, or substance-related impairment. In addition, it might be difficult to determine whether such impairment may be adversely affecting someone's work responsibilities.

Moreover, once you do make these determinations, the obligation under 5D centers not on reporting, but on encouraging the colleague to seek assistance. However, the obligation under 5E does focus on reporting. But note that 5E discusses reporting when a colleague is unable to perform, whereas 5D discusses encouraging colleagues to seek assistance when the impairment may adversely affect his or her professional responsibilities. So, 5D discusses something that may be affecting performance, whereas 5E addresses a situation in which someone is clearly unable to perform. The 2 situations are distinct. In addition, it is important to note that 5E does not mandate to whom you report; it gives you discretion to determine the appropriate authority.

The EJC Opinion titled Topic: Preserving Confidences; Physical Therapist's Reporting Obligation With Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

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

Clinical Competence:

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

Interpretation: 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise. Further, the physical therapist assistant may request that the physical therapist serve as a mentor to assist him or her in acquiring the needed knowledge and skills. Additional resources on Continuing Competence are available on the APTA Web site.

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.

Lifelong Learning:

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

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourage and contribute to the career development and lifelong learning of himself or herself and others, whether or not the employer provides support.

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

Interpretation: Standard 7 reflects a shift in the Standards. One criticism of the former version was that it addressed primarily face-to-face clinical practice settings. Accordingly, Standard 7 addresses ethical obligations in organizational and business practices on a patient/client and societal level.

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.

Documenting Interventions:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients/clients and document related data collected from the patient/client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.

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.

Support Health Needs:

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

Interpretation: 8A addresses the issue of support for those least likely to be able to afford physical therapy services. The Standard does not specify the type of support that is required. Physical therapist assistants may express support through volunteerism, financial contributions, advocacy, education, or simply promoting their work in conversations with colleagues. When providing such services, including pro bono services, physical therapist assistants must comply with applicable laws, and as such work under the direction and supervision of a physical therapist. Additional resources on pro bono physical therapy services are available on the APTA Web site.

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.

Issued by the Ethics and Judicial Committee
American Physical Therapy Association
October 1981
Last Amended November 2010

Last updated: 9/4/13
Contact: ejc@apta.org

Professional Behavior Criteria

(Adopted and adapted from Professional Behaviors for the 21st Century)

Critical Thinking	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Raises relevant questions ❖ Considers all available information ❖ Articulates ideas ❖ Understands the scientific method ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ❖ Recognizes holes in knowledge base ❖ Demonstrates acceptance of limited knowledge and experience
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Feels challenged to examine ideas ❖ Critically analyzes the literature and applies it to patient management ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ❖ Seeks alternative ideas ❖ Formulates alternative hypotheses ❖ Critiques hypotheses and ideas at a level consistent with knowledge base ❖ Acknowledges presence of contradictions
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Develops new knowledge through research, professional writing and/or professional presentations ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process ❖ Weighs information value based on source and level of evidence ❖ Identifies complex patterns of associations ❖ Distinguishes when to think intuitively vs. analytically ❖ Recognizes own biases and suspends judgmental thinking ❖ Challenges others to think critically
Communication	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting ❖ Recognizes impact of non-verbal communication in self and others ❖ Recognizes the verbal and non-verbal characteristics that portray confidence ❖ Utilizes electronic communication appropriately
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences ❖ Restates, reflects and clarifies message(s) ❖ Communicates collaboratively with both individuals and groups ❖ Collects necessary information from all pertinent individuals in the patient/client management process ❖ Provides effective education (verbal, non-verbal, written and electronic)
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning ❖ Effectively delivers messages capable of influencing patients, the community and society ❖ Provides education locally, regionally and/or nationally ❖ Mediates conflict

Problem Solving	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Recognizes problems ❖ States problems clearly ❖ Describes known solutions to problems ❖ Identifies resources needed to develop solutions ❖ Uses technology to search for and locate resources ❖ Identifies possible solutions and probable outcomes
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Prioritizes problems ❖ Identifies contributors to problems ❖ Consults with others to clarify problems ❖ Appropriately seeks input or guidance ❖ Prioritizes resources (analysis and critique of resources) ❖ Considers consequences of possible solutions
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Weighs advantages and disadvantages of a solution to a problem ❖ Participates in outcome studies ❖ Participates in formal quality assessment in work environment ❖ Seeks solutions to community health-related problems ❖ Considers second and third order effects of solutions chosen
Interpersonal Skills	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Maintains professional demeanor in all interactions ❖ Demonstrates interest in patients as individuals ❖ Communicates with others in a respectful and confident manner ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons ❖ Maintains confidentiality in all interactions ❖ Recognizes the emotions and bias that one brings to all professional interactions
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions ❖ Establishes trust ❖ Seeks to gain input from others ❖ Respects role of others ❖ Accommodates differences in learning styles as appropriate
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Establishes mentor relationships ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

Responsibility	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Demonstrates punctuality ❖ Provides a safe and secure environment for patients ❖ Assumes responsibility for actions ❖ Follows through on commitments ❖ Articulates limitations and readiness to learn ❖ Abides by all policies of academic program and clinical facility
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Displays awareness of and sensitivity to diverse populations ❖ Completes projects without prompting ❖ Delegates tasks as needed ❖ Collaborates with team members, patients and families ❖ Provides evidence-based patient care
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Educates patients as consumers of health care services ❖ Encourages patient accountability ❖ Directs patients to other health care professionals as needed ❖ Acts as a patient advocate ❖ Promotes evidence-based practice in health care settings ❖ Accepts responsibility for implementing solutions ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Recognizes role as a leader ❖ Encourages and displays leadership ❖ Facilitates program development and modification ❖ Promotes clinical training for students and coworkers ❖ Monitors and adapts to changes in the health care system ❖ Promotes service to the community
Professionalism	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics ❖ Demonstrates awareness of state licensure regulations ❖ Projects professional image ❖ Attends professional meetings ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Identifies positive professional role models within the academic and clinical settings ❖ Acts on moral commitment during all academic and clinical activities ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ❖ Discusses societal expectations of the profession
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Actively promotes and advocates for the profession ❖ Pursues leadership roles ❖ Supports research ❖ Participates in program development ❖ Participates in education of the community ❖ Demonstrates the ability to practice effectively in multiple settings ❖ Acts as a clinical instructor ❖ Advocates for the patient, the community and society

Use of Constructive Feedback	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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 Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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 Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Engages in non-judgmental, constructive problem-solving discussions ❖ Acts as conduit for feedback between multiple sources ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients ❖ Utilizes feedback when analyzing and updating professional goals
Effective use of Time and Resources	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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 Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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 Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) ❖ Applies best evidence considering available resources and constraints ❖ Organizes and prioritizes effectively ❖ Prioritizes multiple demands and situations that arise on a given day ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

Stress Management	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Recognizes own stressors ❖ Recognizes distress or problems in others ❖ Seeks assistance as needed ❖ Maintains professional demeanor in all situations
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Actively employs stress management techniques ❖ Reconciles inconsistencies in the educational process ❖ Maintains balance between professional and personal life ❖ Accepts constructive feedback and clarifies expectations ❖ Establishes outlets to cope with stressors
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Recognizes when problems are unsolvable ❖ Assists others in recognizing and managing stressors ❖ Demonstrates preventative approach to stress management ❖ Establishes support networks for self and others ❖ Offers solutions to the reduction of stress ❖ Models work/life balance through health/wellness behaviors in professional and personal life
Commitment to Learning	Beginning Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Intermediate Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ❖ Applies new information and re-evaluates performance ❖ Accepts that there may be more than one answer to a problem ❖ Recognizes the need to and is able to verify solutions to problems ❖ Reads articles critically and understands limits of application to professional practice
	Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ 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
	Post Entry Level Behavioral Criteria	<ul style="list-style-type: none"> ❖ Acts as a mentor not only to other PTA's, but to other health professionals ❖ Utilizes mentors who have knowledge available to them ❖ Continues to seek and review relevant literature ❖ Works towards clinical specialty certifications ❖ Seeks specialty training ❖ Is committed to understanding the PTA's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine) ❖ Pursues participation in clinical education as an educational opportunity

Professional Behaviors Assessment Form

Instructions: Please assess your performance in each of the ten Professional Behaviors below as based on the Professional Behavior Criteria. Circle the appropriate level for each ability and comment on the performance in each area. Please sign and date the assessment following completion. Please return the completed form to the PTA Program ACCE at the end of each clinical experience.

B – Beginning Level
I – Intermediate Level
E – Entry Level
PE – Post-Entry Level

Professional Behavior	Rating Level & Comments			
Critical Thinking	B	I	E	PE
	Comments:			
Communication	B	I	E	PE
	Comments:			
Problem Solving	B	I	E	PE
	Comments:			
Interpersonal Skills	B	I	E	PE
	Comments:			
Responsibility	B	I	E	PE
	Comments:			
Professionalism	B	I	E	PE
	Comments:			

<p style="text-align: center;">Use of Constructive Feedback</p>	<p style="text-align: center;">B I E PE</p> <p>Comments:</p>
<p style="text-align: center;">Effective Use of Time and Resources</p>	<p style="text-align: center;">B I E PE</p> <p>Comments:</p>
<p style="text-align: center;">Stress Management</p>	<p style="text-align: center;">B I E PE</p> <p>Comments:</p>
<p style="text-align: center;">Commitment to Learning</p>	<p style="text-align: center;">B I E PE</p> <p>Comments:</p>

Student Name

Signature

Date

Statement of Acknowledgement/Agreement/Understanding

I acknowledge that I am responsible for the contents of the current PTA Student Handbook located on the Madison College Website at: <http://madisoncollege.edu/physical-therapist-assistant-student-handbook>. I further agree to each of the following (initial each statement in the line provided):

_____ I have read and agree to abide by the terms of the Madison Area Technical College policy regarding confidentiality.

_____ I understand that PTA Program policies concerning academic performance apply to classes I have taken before I enter the PTA program.

_____ I have read, understand, and agree to abide by the guidelines outlined in the Madison College Student Handbook.

_____ I acknowledge that I will be in an environment that contains latex products. I can function around equipment/supplies that contain latex.

_____ I have read the Madison Area Technical College's Policies and Procedures regarding Standard Precautions and Blood Borne Pathogen Exposure. I understand my responsibilities and agree to abide by the terms of the policy and procedure.

_____ I have read and understand the Policy of Informed Consent: Participation in the Laboratory" specific to a student in the physical therapist assistant program.

_____ I have read the policy related to Photography/Videotaping of PTA Program students. I understand this policy and agree to abide by the terms.

_____ I have read, understand, and have agreed to abide by the Student Responsibilities.

Printed Student Name

Student ID#

Student's Signature

Date

** I give permission to release information on the health requirements to the professional college and clinical affiliate staff if it is deemed necessary for the benefit and/or safety of myself and others.

Name: _____ Signature: _____

****Student's Copy****

Latex Sensitivity Acknowledgement

I have reviewed the Latex Sensitivity material in my program handbook. I understand that Latex Allergy is a significant problem for some health care workers and may become life threatening for individuals with severe hypersensitivity. I understand that if I develop any reactions to latex, I am to report this to my academic or clinical instructor immediately.

While Madison Area Technical College had made every effort to provide a latex reduced environment, it is not possible to guarantee a completely latex free environment. We cannot ensure that latex will not be encountered in laboratories, or outside clinical rotations required in the program.

Signed: _____

Date: _____

Student Name: _____

Program: Physical Therapist Assistant

Statement of Acknowledgement/Agreement/Understanding

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****Program Copy****