



School of Health Sciences
Division of Health Professions
PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT HANDBOOK
2021-2022

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School of Health Sciences, Physical Therapist Assistant Program.

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PART ONE

GENERAL INFORMATION

INTRODUCTION

Welcome to the Physical Therapist Assistant Program! By entering this Program you have chosen to enter a dynamic and challenging field which will bring you some of the most rewarding experiences available. This Handbook will be a guide for you as you progress through the Program and should be used in conjunction with the Salt Lake Community College Catalog. Information you will need to know about College-wide policies and procedures will be contained in the catalog. You can access the current catalog for the College online at slcc.edu. Information specific to the Physical Therapist Assistant Program is contained in this Handbook.

SALT LAKE COMMUNITY COLLEGE MISSION STATEMENT

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

SALT LAKE COMMUNITY COLLEGE VISION STATEMENT

Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

SALT LAKE COMMUNITY COLLEGE VALUES

Collaboration – We believe we're better when we work together.

Community – We partner with our community in the transformative, public good of educating students.

Inclusivity – We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.

Learning – We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.

Innovation – We value fresh thinking and encourage the energy of new ideas and initiatives.

COLLEGE-WIDE STUDENT LEARNING OUTCOMES (SLO)

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

1. Acquire substantive knowledge in their intended major
2. Communicate effectively
3. Develop quantitative literacies necessary for their chosen field of study
4. Think critically and creatively
5. Develop the knowledge and skills to be civically engaged
6. Develop the knowledge and skills to work with others in a professional and constructive manner
7. Develop computer and information literacy

SALT LAKE COMMUNITY COLLEGE EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

The College is fully committed to policies of equal employment and nondiscrimination and works to prevent any form of exclusion from participation in, denial of benefits of, or subject any individual to discrimination, harassment, or prejudicial treatment on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status, expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.

PROGRAM HISTORY

Initial interest in expanding the Health Sciences programs at Salt Lake Community College began in 1990. A feasibility survey was done with a good response of need from Utah physical therapy professionals. The Utah State Board of Regents passed the Physical Therapist Assistant Program proposal in November 1992. The Commission on Accreditation in Physical Therapy Education (CAPTE) granted initial accreditation of the Salt Lake Community College Physical Therapist Assistant Program in November 1994. The first class of twenty-one students completed the Program in December 1994. In April 29, 2009 the program was granted continuing accreditation through June 30, 2019.

PROGRAM MISSION STATEMENT AND GOALS

The mission of the Physical Therapist Assistant Program is to provide comprehensive, quality educational training to students so that they will be able to respond to the rehabilitation needs of the patient/client in a variety of health-related, community and educational settings within the field of physical therapy. The Physical Therapist Assistant Program is student-focused to provide a broad and varied background of knowledge and skills required for an entry level Physical Therapist Assistant in order to serve people of diverse cultures, abilities, and ages under the direction and supervision of a physical therapist. The Physical Therapist Assistant Program's goals are two-fold: first, to engage students in learning experiences necessary to acquire, synthesize, integrate and evaluate the knowledge, skills, and behavioral conduct necessary for successful performance of professional responsibilities; second, to provide a firm base of general education encompassing spheres and facets of physical therapy practice and promote lifelong learning. A strong emphasis will be placed on flexibility, adaptability, and problem solving. Clinical education will complement the academic preparation to ensure the integration, comprehension, and application of physical therapy data collection and interventions.

PROGRAM CURRICULUM PHILOSOPHY

The philosophy of the Physical Therapist Assistant program curriculum is based on the concept that the human experience includes three vital dimensions - biological, psychological, and sociological. As bio-psychosocial beings, human development through the life cycle is influenced by a process of continuous adaptation to the environment and by the ability to change. Humans perceive and interpret the world from an individual viewpoint based on physical, mental, social, and cultural experiences.

The environment comprises a system of interacting and interdependent individuals and families with diverse cultural, moral, and spiritual values. The environment also includes factors of culture and surroundings which may promote or deter health. The environment is dynamic and constantly interacts with the individual.

Health is in a state of fluctuation. It attempts to maintain some form of homeostasis on a continuum. Health is based on the perceptions of the individual and not on the definition of an observer. Individuals have a right to develop their potential along the continuum toward wellness and self-actualization.

Learning is a life-long process of cultivating and developing talents and abilities in cognitive, psychomotor and affective behavior, perception and/or attitude. The process of learning is a continuum. New information and skills are added to previous knowledge and experiences. Building on this

foundation, the learner progresses from simple to complex processing, adapting to the changing needs of the environment.

Education should utilize the above concepts to involve the learner in an active process. The client has the right to quality health care and thus necessitates a high quality educational program. The educational program would include assessment, planning, motivation, problem-solving, communication and collaboration aspects. Essential educational components should include a theoretical knowledge base, technical skills, ethical standards, and application to practice in the field of physical therapy. The goal of the educational process is to meet defined standards of competency for entry level physical therapist assistant practice in the field of physical therapy and under the direction and supervision of a licensed physical therapist.

Learning is best achieved in an interactive, adaptive environment which allows direct open communication. Learning is necessary for practical application of knowledge. Instruction must be an interactive process of adaptation to the needs and strengths of each class and each student.

The instructor's role is to provide support, direction, and creative learning experiences as advisor, facilitator, and role model. The instructor is responsible for assisting the student in acquiring knowledge and skills to become a competent professional. An open forum for questioning, commenting, and discussing must be available in a timely sequence with content presentation.

The student is responsible for maximizing learning experiences during formal education. With this responsibility should come the realization that physical therapy is a dynamic profession, providing development of skills that can facilitate continued learning after the completion of the initial, formal education phase.

Each subject unit must be taught by verbal presentation, visual aids, technology, and direct hands-on experience. Feedback and reinforcement of the student's quality of work including knowledge, skills, and behavioral conduct should be timely and immediate, if possible.

To evaluate student learning, assignments and assessments should encourage a variety of adaptive strategies to facilitate the student's abilities to analyze, problem solve, and correctly implement physical therapy data collection and intervention techniques. This should include the use of technology, lecture, hands-on activities, case studies, and guest presentation experiences. There should be appropriate utilization of professional community contacts for updated competency-based job requirements within the scope of the curriculum design and accreditation guidelines.

Additionally, the true professional must develop the ethical and social values requisite for professional responsibilities as a physical therapist assistant. The curriculum introduces and attempts to teach the students empathy, compassion, tolerance of ambiguity, the ability to motivate and inspire, clinical decision making, critical thinking and professional self-assessment. With these kinds of attributes the physical therapist assistants will be able to participate in meeting society's changing health care needs. Students will be assisted in learning how to learn, select the best alternative, and how to respond to change; they will not look for a single answer, but use diversity of thought to make a decision.

In the field of rehabilitation, excellent patient/client care involves a partnership with other members of the health care team. Communication skills are essential to the effective physical therapist assistant both in terms of client care as well as interaction with other disciplines, colleagues, and the public.

PROGRAM GLOBAL STUDENT LEARNING OUTCOMES

By successfully completing the Salt Lake Community College Physical Therapist Assistant Program, the student will be able to perform the following under general supervision of a physical therapist:

1. Demonstrate ethics, values, responsibilities, and a knowledge of the rationale and effectiveness of physical therapy treatment procedures consistent with the Standards for Ethical Conduct for the Physical Therapist Assistant, the Guide for Conduct of the Physical Therapist Assistant, APTA's Values Based Behaviors for the Physical Therapist Assistant, applicable state and federal laws' ethical principles, and the scope of his/her abilities in the delivery of care.
2. Demonstrate patient/client management with patients/clients, caregivers, and families including interviewing for prior and current level of function and general health status, and using the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.
3. Demonstrate competence in implementing a comprehensive plan of care developed by a physical therapist which may include, but is not limited to, airway clearance techniques; application of devices and equipment; biophysical agents; functional training in self-care and in domestic, education, work, community, social and civil life, manual therapy techniques; motor function training; patient/client education; therapeutic exercise; and wound management.
4. Communicate an understanding of the plan of care developed by the physical therapist, review health records prior to carrying out the PT plan of care, monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications, report any changes in patient/client status or progress to the supervising physical therapist, determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant, and contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.
5. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) including: aerobic capacity and endurance; anthropometrical characteristics; mental functions; assistive technology; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and civic, community, domestic, education, social and work life; and ventilation, respiration and circulation.
6. Effectively educate others using teaching methods that are commensurate with the needs of the patient/client, caregiver, and healthcare personnel.
7. Respond effectively to patient/client and environment emergencies that commonly occur in clinical setting.
8. Complete accurate documentation that follows guidelines and specific documentation formats required by state practices acts, the practice setting, and other regulatory agencies.
9. Demonstrate effective written, oral, and nonverbal communication with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

10. Recognize and represent the roles and responsibilities of physical therapist assistants in the physical therapy delivery system including levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies and procedures; fiscal considerations for physical therapy providers and consumers; and continuous quality improvement.
11. Demonstrate knowledge of aspects of organizational planning and operation of the physical therapy service and accurate and timely information for billing and payment purposes.
12. Participate in continued development of physical therapy knowledge and skills, including the practice of reading and understanding professional literature.

(CAPTE Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs, 1/2016)

ESSENTIAL FUNCTIONS

A primary role of the Physical Therapist Assistant Program is to graduate qualified individuals who can safely and competently perform the necessary skills as practitioners. The essential functions noted below have been identified as required components of the practice of a physical therapist assistant. Students must be capable of performing the essentials functions in order to successfully complete the Program.

1. Academic abilities to maintain at least a “C” in all PTA coursework except for “B” in PTA 1010 and PTA 1500.
2. Ability to achieve competency level performance in all physical therapy procedures which include, but are not limited to:
 - a. Demonstrate ability to adequately guard clients safely during ambulation activities on level surfaces and stairs when the client is using a cane, walker, or crutches.
 - b. Demonstrate ability to safely transfer dependent clients from bed to wheelchair or mat table to wheelchair using minimum, moderate, and maximum assistance techniques.
 - c. Demonstrate ability to manipulate dials in order to accurately set intensity, duration, and so forth, for modality procedures.
 - d. Demonstrate ability to apply ultrasound safely including the manipulation of dials at the same time that the sound head is kept moving on the client’s treatment site.
 - e. Demonstrate ability to apply graded manual resistance to client’s individual muscle groups for the purpose of determining the client’s strength or applying exercise techniques for strengthening or stretching all muscle groups.
 - f. Perform cleaning protocol procedures for sterile technique with all sizes of whirl pools.
 - g. Demonstrate good body mechanics in the process of all client treatment techniques.
 - h. Communicate effectively to clients by explaining procedures to clients; receiving information from clients, their chart, other health care providers, and/or their physician; introducing self and confirming client’s identity; and documenting clear, concise, and accurate notes in the client’s chart.
 - i. Demonstrate ability to set up treatment sessions using laboratory or clinic equipment within the time restraints of the treatment requirements to provide safe and effective treatments to the client.

3. Ability to handle the stresses of an intensive training program in preparation for the stresses of clinical situations such as dealing with dying clients, fast-paced clinical situations, psycho-social responses of clients with disabilities, responding to emergencies, and manage a heavy academic schedule.
4. Current American Heart Association BLS Provider cardiopulmonary resuscitation (CPR) certification.
5. Ability to apply universal precautions, including mask, gown, gloves, and goggles, when indicated for clients with potential contagious diseases or as required for reverse isolation.

ACCREDITATION STATUS

The Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706- 3245; email: accreditation@apta.org; website: www.capteonline.org. Above is the contact information for filing a complaint with CAPTE.



CODE OF STUDENT RIGHTS & RESPONSIBILITIES

The Program adheres to the policies of prescribed conduct as listed in the Salt Lake Community College *Code of Student Rights & Responsibilities*, which can be obtained from Student Services. The primary objective for the administration of discipline under the Code of Student Rights & Responsibilities is to foster ethically responsible behavior and protect the campus community. Components of the *Code of Student Rights & Responsibilities* are delineated in the College Catalog. The Fair and Equitable Disciplinary Process is also located in the College Catalog.

Plagiarism is not acceptable in this class or at Salt Lake Community, as stated in the *Code of Conduct*. If you quote a source such as copying and pasting information or minimally rewording the information, you MUST cite/recognize the source in the same document. Note: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer without giving proper credit.

The Program follows the American Physical Therapy Association's *Standards of Ethical Conduct for the Physical Therapist Assistant* which is stated below in its entirety.

STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT

PREAMBLE

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

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals. 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CLASSROOM CONDUCT EXPECTATIONS

Professional conduct in the classroom optimizes the learning environment by showing respect for the instructors and classmates and demonstrates commitment to the physical therapist assistant program.

Students are expected to:

- Silence all wireless devices (not just place on vibrate) as well as keep them in purses/backpacks or on the desk when in class
- Use approved technological devices in class for designated academic purposes when requested
- Avoid rustling in backpacks or food items interrupting the classroom atmosphere
- Avoid non-participative talking or other disruptive activities in class
- Request and obtain instructor's permission before audio recording, digitally recording, imaging, etc., in class.

GRADUATION REQUIREMENTS

The Associate of Applied Science (AAS) Physical Therapist Assistant degree will be awarded by the Physical Therapist Assistant Program, School of Health Sciences, Salt Lake Community College to those students who:

- Satisfactorily complete the following minimum professional requirements: core-coursework, clinical education component of the core program, comprehensive examination
- Provide documentation of official application for graduation from SLCC Graduation office
- Are recommended for the degree by Physical Therapist Assistant Program faculty

GRADING POLICY

Students are made aware of their scores on assignments, progression in courses, and final grades in courses, didactic and clinical, through the use of the college's online learning management system.

A minimum grade of "C" (77%) is required in each technical course to be eligible to graduate from the program. Technical courses must be taken in sequence. A "C" grade is necessary in all courses in a semester in order to progress from that semester to the next. See current College catalog for pre-requisite requirements for each course. To graduate a minimum cumulative grade point average of 2.5 must be achieved in the core courses.

Students must achieve 77% on all exams and quizzes before class projects and assignments are computed into the course grade. Each course syllabus will identify the weighting of the exams and quizzes and are course specific.

The final course grade computation will then include additional learning requirements for the course.

Example 1:

Exam 1 = 82% Exam 2 = 78% Exam 3 = 88% Exam Average = 82.7% Student passed course.

Example 2:

Exam 1 = 75% Exam 2 = 76% Exam 3 = 77% Exam Average = 76%

Student does not meet requisite 77% of the cumulative average of unit exams and therefore does not pass the course and is not eligible to continue the next semester of the technical program.

Example 3:

Exam score average = 83% + Projects/assignments

Student passed course and can have additional scores added to obtain final grade according to course syllabus.

Physical therapist assistant course grades are computed on the following scale:

95 - 100 = A	92 - 94 = A-	89 - 91 = B+
86 - 88 = B	83 - 85 = B-	80 - 82 = C+
77 - 79 = C	74 - 76 = C-	71 - 73 = D+
68 - 70 = D	67↓ = E	

Grade Expectations

The "A" Student: (Outstanding, exceptional)

Attends all classes and clinical assignments

Demonstrates interest by asking questions and finding out what he/she does not understand Achieves high test scores

Demonstrates a full, deep and precise understanding of the subject matter

Demonstrates the capacity to analyze and demonstrates critical thinking

Shows evidence of creative thinking

Hands in work of outstanding and exceptional quality according to criteria established for evaluation Is prepared for class having read the required assignment, and additional reading as well Has looked up unknown words

Goes beyond what is expected

Has highly developed communication and presentation skills

Is able to connect past learning with the present subject

Shows initiative, has the determination and self-discipline necessary for achieving "A" quality work

Performs work of outstanding quality

Turns in papers that: demonstrate careful use of vocabulary, show correct use of evidence and quotations, have flow and coherence, exhibit fluid writing throughout with consistent presentation of ideas and elegance of expression. The reader of these papers should learn something significant and come away with a deeper understanding of the subject under consideration

The "B" Student: (Above average)

Rarely absent from class and clinical

Willingness to participate and demonstrates interest in class and clinical
Positive attitude and usually completes assignments
Demonstrates a good comprehension of the subject matter
Shows evidence of critical and creative thought
Hands in work that is of very good quality according to evaluation criteria
Is competent in communication and presentation skills
Is prepared for class, having read the assigned material, and is prepared to contribute to class activity
Participates in classroom discussion and asks questions for clarification
With encouragement, is able to connect past experience and learning with present learning Is willing to try new ideas and concepts
Has enough self-discipline to follow through with assigned material
Turns in work that is on time and consistently neat
Turns in papers that: demonstrate careful thought process, have some weak spots or flaws that do not significantly affect the importance of the work, show a much better than average understanding of the subject written about, make useful well-made points and gives value to the reader

The “C” Student: (Average or typical)

Meets minimum requirements for class and clinical internships
Puts other priorities ahead of academic work
Is unable to physically keep up with the demands of high level performance (due to lack of sleep, poor health and lifestyle habits, lack of interest, etc.)
Prepares assignments consistently but with minimal effort
Hands in work that does not show attention to detail or completeness, which is sloppy or careless, and is at times incomplete or late
Is less willing to invest the effort required to excel
Does not contribute to class discussion
Needs vigorous prompting to connect past learning to present concepts
Is not visibly committed to class, expresses boredom through body language, participates without enthusiasm
May have exceptional ability but shows signs of poor self-management or bad attitude
May be diligent but simply average in academic ability
Demonstrates some concept of what is going on but has not mastered the material
Produces work that shows only what is absolutely necessary to complete the minimal
Turns in papers that: lack important elements and concepts, show evidence of thinness in argument, detail, and precision, have numerous grammatical errors, show an understanding of some concepts but no mastery of the subject matter

(Adapted from “The Teaching Professor,” John H. Williams, Pepperdine University, CA)

INCOMPLETE/WITHDRAWAL/DROP/DISMISSAL POLICIES

Incomplete grades will be given only in extenuating circumstances, beyond the student's control, with appropriate documentation including a course completion contract. An incomplete grade must be completed within one (1) year, providing there is available space in the class. The student is required to submit a written request to the program coordinator. The student who has an incomplete in a course will not be allowed to continue in the program until the course is completed successfully due to the sequential nature of the curriculum.

To withdraw or drop a course, the student must be passing the course at the time of the written request to the program coordinator.

If the student receives an unsatisfactory grade in any course, unit of a course, skill check off and/or practical examination, the course, unit of a course, skill check off and/or practical examination must be repeated (limited to one time) and a passing grade achieved before the student continues in the program.

If a student has repeated a course or unit one time and still is not successful in completing that course, unit, skill check off, or practical examination, the student is dismissed from the program and is ineligible to return to the program.

If the student does not successfully complete a course, a unit of a course, skills check off, or practical exam after a total of two attempts (initial test and one retest), the student is dismissed from the program and is ineligible to return to the program.

The safety of the student, other students, and clients is paramount. Dismissal for unsafe practices may occur at any time during the academic semester. Dismissal is based on unsafe behavior demonstrated by the student as determined by the Physical Therapist Assistant Program faculty. Unsafe behavior is defined as: one potential life-threatening incident; or one incident contributing to the injury or death of another; or two or more incidents of unsafe practice identified at any time during the length of the Program.

Dismissal for unprofessional behavior is related to the failure to practice under the Standards of Ethical Practice of the Physical Therapist Assistant as stated in this handbook and the practice laws of the state of Utah; or failure to abide by the Policies and Procedures of Salt Lake Community College and the Program; or failure to abide by the Policies and Procedures of the clinical education sites. Falsification or omission of information required on documents is an additional example of unprofessional behavior.

Dismissal for unprofessional behavior includes but is not limited to:

- Failure to abide by the SLCC Code of Student Rights and Responsibilities or failure to respect the worth and dignity of clients, peers, health care team and faculty.
- Dismissal due to a clinical agency refusing to allow the student to return to the clinical site due to a breach of the Code of Conduct or any other offense identified by the clinical agency such as, but is not limited to, a positive criminal background and abandonment of client(s).
- Dismissal due to a clinical agency not allowing a placement of the student because of an issue with the student's criminal background check.
- Dismissal due to any breach of a client's right of confidentiality or privacy by written or spoken form including copying of client medical records by hand or electronic methods with identifying personal information such as name (HIPAA).

ACADEMIC GRIEVANCE POLICY

In accordance with the Salt Lake Community College Student Code of Conduct, http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf, the grievance policy for students with reference to academics can be found in Section III. Students are encouraged to seek resolution with the instructor(s) whenever possible.

It is the goal of the School of Health Sciences to be forthright and consistent with specific academic policies throughout divisions and programs. This policy singularly addresses academic issues and the general principles for disciplinary actions as noted in the Student Code of Conduct Section III. It should be noted it is up to the faculty's discretion to provide warning (verbal or written), suspension, or dismissal based upon program policy and severity of the issue at hand. It is realized in some health sciences programs a failing grade, as stated in the syllabus and/or policy manual, may result in program dismissal.

- **STEP ONE:** A student has the right, as per college policy, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study. A student, as per policy, must make an appointment to meet with the instructor of the class. A meeting, for anything other than a final grade, should be made within ten (10) days of the incident. Final grade disputes require a meeting within 30 days of the student receiving the grade. Every effort should be made to find resolution and provide evidence from both parties with respect to the grade issued.
- **STEP TWO:** If a resolution cannot be made, the student must request in writing five (5) business days from the date of meeting with the faculty, a committee review of the grievance to the Associate Dean of the specific division. The grievance will be reviewed by a committee consisting of three (3) to five (5) faculty outside the program in which the student is enrolled. This will include the following members, the Associate Dean and two to four faculty members outside the discipline. The Associate Dean will serve as committee chair. One faculty and the program coordinator of the program involved in the grievance can attend the procedure, as can the student with one representative. Each of these parties will only be allowed to present evidence to the committee and not vote on the issue in question. Legal representation is allowed by either party. The proceedings will be recorded for accuracy. Upon completion of the proceedings, the committee ONLY will vote on the issue(s) noted in the student's grievance. A formal letter will be provided by the committee chair within ten (10) business days of the end of the proceeding with the committee's decision regarding the issue.
- **STEP THREE:** If the student is not satisfied with the outcome, they may appeal to the Academic Dean of the School of Health Sciences. This must be done in writing within five (5) days of receiving the formal letter from the grievance committee chair. The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) days of receiving the formal letter from the student. The decision of the Dean of the School of Health Sciences is final and cannot be appealed.

DISCRIMINATION STATEMENT

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Kenneth Stonebrook, J.D. Title IX Coordinator Salt Lake Community College
Taylorsville Redwood Campus – STC 276A (801) 957-5027 ken.stonebrook@slcc.edu
Online Reporting Form: <http://www.slcc.edu/eoo/title-ix/complaint.aspx>

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

For more information about Title IX, go to: <http://www.slcc.edu/eoo/title-ix/index.aspx>
Salt Lake Community College has a strong prohibition against retaliation. The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

RECORDS

The permanent record (transcript) of each student's academic achievement is kept in the Registrar's Office. Confidentiality of Records Policy follows the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). The College abides by this Act. Specifics are noted in the College General College Catalog. A cumulative record is kept on each Physical Therapist Assistant Program student for five (5) years after the student's graduation including admission application, immunization record, and other pertinent information such as grades, performance evaluations, which document the student's attainment of the Program Global Student Learning Outcomes.

ATTENDANCE

Students are expected to attend ALL class sessions. Full participation is expected in all classes. If a student cannot participate for reasons of health, the faculty in charge of the class must be advised of the reason ahead of time and may result in the student losing professionalism points for the lack of participation.

Absence without just cause is considered unprofessional behavior in a professional program. The only reasonable excuses are: death in immediate family, sudden severe personal/family illness verified by physician, or catastrophic accident verified. Appointments with physicians, dentists, etc., should be scheduled for non-class hours. Absences from class are not tolerated and will result in the loss of professionalism points, probation and potential dismissal from the Program. Being late to class is disruptive and disrespectful. Ten minutes late is considered an absence with a loss of professionalism points.

Extended periods of illness or excessive absences (3 or more classes) will result in program probation. In extreme cases, withdrawal from the Physical Therapist Assistant Program may be necessary. Readmission at a later date will be dependent upon individual circumstances and space availability.

ADVISING

Advisors are available in the Advising Office to provide academic assistance to students. Program advising and career counseling is available through individual appointments with faculty or the Program Coordinator.

Once accepted into the Program, each student will select a faculty advisor. The student will meet with the advisor at least once every term regarding his/her performance in the classroom and the clinical settings.

Faculty maintain regular office hours when students can discuss their performance within the specific course. The faculty can assist with academic and/or personal problems when requested, counsel with students whose conduct interferes with the learning process for self and/or others, and assist in the problem-solving process when academic, behavioral, or clinical performance of the student is approaching an unacceptable level.

ASSIGNMENTS AND ASSESSMENTS DUE DATE POLICY

Any assignment or examination turned in/taken after the due date and time will not be given credit or awarded points. Assessments such as examinations, skill check offs, and practical exams are typically listed on the course's Tentative Schedule.

E-PORTFOLIO REQUIREMENT

Each student in the program will create an ePortfolio site. Instructors in every course will require you to put at least one signature assignment from the course into your ePortfolio site and accompany it with reflective writing. Your ePortfolio site will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio site will be a multi-media showcase of your educational experience and preparation for employment as a physical therapist assistant. See <http://www.slcc.edu/gened/eportfolio>.

DRESS CODE

The Physical Therapist Assistant Program is a professional Program. Students are expected to dress in an appropriate professional manner in the classroom. Students are expected to wear at least "casual Friday" attire. Physical therapist assistant students will be involved in hands-on learning experiences. For these experiences, men are required to wear shorts and women to wear shorts and a tank top or halter top. Additionally, nail length should be kept short for safety reasons. Nail polish and artificial nails are prohibited. For safety, hair should be tied back so as not to interfere with performance of therapy techniques; no extreme hair styles and color. If a student is not properly dressed at the beginning of a class, he/she will be asked to leave which will then be recorded as an absence. The program has a specific dress code for practical examinations, on-site clinic participation, and clinical internships. Please locate this specific dress code under Part Two Clinical Education.

FINANCIAL AID

Current information about the types of financial aid provided through Salt Lake Community College can be found in the current College General Catalog and on the College website, www.slcc.edu, by clicking on the Financial Aid link. External loans, grants, and scholarships available to students with information obtained through the Financial Aid Office.

STUDENT HEALTH POLICIES

The purpose of the student health policy is to identify and to clarify health requirements of the Program. Success in the Program depends on the maintenance of satisfactory PHYSICAL and EMOTIONAL health. A student may be asked to withdraw from the Program if there is documented evidence to suggest the health of the student or the safety of patients/clients in the clinical or safety of fellow students and instructors in the academic setting may be threatened by the presence of the student in the Program. Falsification or omission of information required on the student's health record is grounds for dismissal of the student from the Program.

As a student, you should strive to maintain optimum health. Your grades are affected if you are absent and missing the learning experiences. If situations arise in which your health or a client's health may be in danger, your instructor will be responsible for determining whether or not you may stay in the clinical area. These situations may include but are not limited to: back injuries, injuries requiring a cast, infectious diseases, draining wounds. In some cases, hospital/clinic policy may require you to remain at home.

The School of Health Sciences and the Program subscribe to the College procedure for school and work attendance by students and employees with AIDS or HIV infection. This procedure is available from the Vice-President of Student Services or the Dean of Health Sciences.

Each student accepted into the Salt Lake Community College Physical Therapist Assistant Program is required to have a physical examination due to the physical rigors of the curriculum and application of various physical agents and modalities. Documentation of the physical examination will be on the designated form and is due on the *first* day of class.

HEALTH AND WELLNESS SERVICES

Salt Lake Community College has a staff of health educators, social workers, massage therapists, and medical providers who can offer educational experiences, training, support and care to keep students well and to help students overcome illnesses should they become sick. Some services are free to students. Contact Center for Health and Counseling for additional information about specific services or visit www.slcc.edu/chc.

IMMUNIZATIONS AND CARDIOPULMONARY RESUSCITATION (CPR)

It is the student's responsibility to ensure immunizations and CPR certifications are current for the duration of the technical program. Current records are maintained on each student accepted into the program. Immunizations must be provided by a licensed facility and documented on an official form. Clinical agencies will not permit unprotected students to be placed due to patient/client and student safety factors. Students who allow immunizations, CPR certification and/or chest X-rays to lapse will not be allowed to continue in the program until documentation is provided. There is no grace period.

At the time of *application* to the Program, the student must present evidence of:

- MMR Positive titer
- Hepatitis B Positive titer
- TB (PPD) Negative Quantiferon TB Goad test, which is repeated during Spring Term
- Varicella Positive titer
- TDAP Within last ten years and current through program
- An influenza vaccine is required of all students participating in clinical internships. The student will be notified by the ACCE/program faculty when this vaccine requirement is to be completed.
- CPR certification is required to practice in all health care facilities. Every student must be currently certified in CPR as a Healthcare Provider through the American Heart Association, with documentation of skill demonstration (no online classes accepted). Evidence of certification, *which is valid through the duration of the Program*, is required at the time of *application*. A copy of the current CPR certification documentation must be kept on file.

SALT LAKE COMMUNITY COLLEGE TRANSMITTED DISEASES POLICY

Every precaution must be taken when working around blood and body fluids to avoid exposure to blood borne pathogens. If there is a chance that you may have been exposed to blood borne pathogens during the course of study, the College has provided you with specific training and procedures on preventing exposure to blood borne pathogens. You should always have personal protective equipment (PPE) available. Please keep the following procedures readily available and follow them immediately if you feel you have been exposed to a blood borne pathogen. Even though training has been completed and PPE's used, it is possible that you may have an accidental exposure to blood borne pathogens. Please see the following policy regarding bloodborne pathogens:

<https://www.slcc.edu/hs/docs/blood-borne.pdf>

If you feel you have been exposed, follow these procedures IMMEDIATELY. It is crucial that you do not wait to report the incident or to seek medical attention. Any significant exposure should start treatment within 1-2 hours of the exposure.

- Identify source of exposure. If you are exposed directly by another individual, get individual's name and learn how that individual can be reached for immediate follow-up testing if necessary.
- If you were exposed through a wound inflicted by needle or other contaminated article, carefully bag item or, if you are uncomfortable doing so, keep item protected and isolated so your supervisor or Risk Management can retrieve it.
- Contact your supervisor immediately. Tell your supervisor you have had a blood borne pathogen exposure immediately.
- Report to Risk Management by the next business day. Mikel Birch – 801-957-4041, mikel.birch@slcc.edu
- For Medical Care, go to Intermountain Healthcare WorkMed:
 - 1685 W. 2200 S., Murray, UT 84107 201 East 5900 South #100, SLC, UT 84119
 - 801-288-4900 801-972-8850
 - M-F 8 AM – 5 PM M-F 7:30 AM – 5:30 PM
- For a Blood Borne Injury follow the protocol at the facility where you were injured; if the facility does not have a protocol go to: University of Utah, Infectious Diseases University Hospital Clinic 1A 50 North Medical Drive Salt Lake City, UT 84132 801-585-2031 M-F 8 AM – 5 PM, Call for an appointment.

- For after-hours care please go to the nearest Intermountain Healthcare InstaCare. Locations and hours can be found at the following link:
<http://intermountainhealthcare.org/facilities/results.html?brand=ih&name=&type=Urgent+Care+Clinics&city=&zipCode=&county=&x=42&y=15>
- If you go to an InstaCare, you will need to follow-up the next business day at WorkMed.
- Go to the Emergency Room only for threat of life or limb, or if WorkMed and InstaCare are closed and you need immediate treatment (for example stitches). If you go to the Emergency Room, you will need to follow-up the next business day at WorkMed or with a specialist, if the Emergency Room Physicians refers you. Follow-up appointments should be in the physician's main office and not the hospital. Also, if you visit the Emergency Room, you will need to obtain a return to work note.
- Employees and students File Claim with SLCC Office of Risk Management, 801-957-4533 or 801-957-4041
- If at any time you feel that that the exposure results in an eminent health issue, call 911 or go immediately to the closest emergency room.

PREGNANCY POLICY

If a student becomes pregnant at any time during their participation in the program, the student is encouraged to inform the Program Director of the pregnancy as soon as possible; however, notification by a student to program officials regarding pregnancy is voluntary.

The pregnant student may choose from one of the following options:

- Continue in the program throughout the pregnancy. If the student so decides, she may continue in the program and will be expected to satisfactorily meet the same standards of clinical and classroom performance as are all other students enrolled in the program. A pregnant student wishing to remain in the program must sign a waiver releasing the school and any of its affiliated clinical agencies from ANY liability concerning her pregnancy or the unborn child; or
- Withdraw from the program with the understanding that the student may reenter the program at the corresponding point during the next cohort, dependent upon space availability.

The student will also be expected to follow all pregnancy-related policies and procedures outlined at clinical site assignments.

SUBSTANCE ABUSE POLICY AND PROCEDURE

To ensure student, staff and patient/client safety, the program has adopted this policy and these procedures regarding the impaired student. The Program faculty wishes to assist the student demonstrating impairment into an evaluation recovery process. However, this can only be done with full cooperation of student needing help.

Substance abuse is suspected when the individual exhibits behaviors including: mood swings, behavior inappropriate for the setting, frequent absences, failure to follow policies and procedures, deteriorating appearance, deteriorating academic and/or clinical performance, sloppy, illegible, and/or erroneous written work, alcohol on the breath, poor judgment and concentration, lying, violation of policies pertaining to medication administration/documentation. Due to the safety sensitive nature of health occupations, indication of substance abuse is cause for dismissal from program.

Students receiving treatment for substance abuse may participate in the program when professionals administering treatment and the faculty determine it is appropriate. Students refusing or not complying with treatment will not be allowed to continue in program.

POLICY

Students are prohibited from attending class/clinical sites, while under the influence of alcoholic beverages or illegal drugs.

Legal use of medications or drugs prescribed by a licensed practitioner are permitted provided such use does not adversely affect student's performance or endanger health and/or safety of others.

School will maintain confidentiality of all records/information related to student's suspected abuse.

Physical Therapist Assistant Program faculty will assist students desiring to address a substance abuse problem by referring student to the Center for Health and Counseling.

A student who refuses to comply with substance abuse policy/procedure will be subject to dismissal from the Physical Therapist Assistant program.

PROCEDURE

The following procedures will be adhered to for all occurrences of substance abuse when immediate action is indicated:

- If student is intoxicated or under influence of illegal substances during clinical experience/clinical internship, the clinical site will contact the Academic Clinical Coordinator of Education (ACCE), who will arrange for transportation for student. In interim, the Clinical Instructor will follow procedures in place at clinical site.
- Student will sign a release form allowing Salt Lake Community College to receive results of any drug screening or additional assessments performed.
- In any case of suspected substance abuse, observer will document evidence of impairment by:
 - Describing each event in writing, dating and signing document
 - Obtain written, dated, signed statements of observations by others, including other students and staff
- Instruct student to submit results of elective drug testing
- Ensuring reporter(s) has/have signed all documentation and notifying Health Professions Associate Dean or Dean of Health Sciences
- Student must make an appointment to see the Program Coordinator to review incident prior to attending next scheduled clinical day. Final decisions regarding student discipline will be based on recommendations by program faculty and Program Coordinator. Student will be reminded of college grievance procedure.
- Failure to follow up with referrals and/or treatment plan will result in suspension from future physical therapist assistant technical courses and clinical experiences/internships. Student must provide written documentation of compliance with treatment program to Program Coordinator.
- Student may request to be readmitted to the Program as outlined in program readmission policy.
- If impairment behaviors are observed in classroom setting, procedures of the college policy related to student conduct are followed.

ALCOHOL AND DRUG CAMPUS POLICY

Salt Lake Community College emails its Alcohol and Drug Campus Policy yearly to all students, staff, and faculty. This policy describes applicable alcohol and drug laws and their penalties; alcohol health risks; and locations students may go for help. <http://www.slcc.edu/hw/docs/pdf-forms/ATODCampusPolicyRev.5.3.12.pdf>

For more information on the health effects of alcohol, tobacco and other drugs, please visit the Center for Health and Counseling website at <http://www.slcc.edu/chc>

HEALTH INSURANCE

Students are responsible for their own medical insurance coverage. Information about available plans can be found at <https://www.healthcare.gov>. (copied from: <http://www.slcc.edu/eo/services/insurance-student-accident.aspx>) Most clinical agencies require students to have medical insurance and will expect students to provide proof of insurance on the first day of the clinical.

CRIMINAL BACKGROUND CHECK

Information regarding the criminal background check requirement was provided to the student at the time the student applied to the program. Completion of the criminal background check is a program application requirement. The expense for this requirement is incurred by the student. Clinical agencies make the final determination whether to accept a student for placement in their facility and may decline a student placement at their facility based on the student's criminal background record.

The student assumes the risk if the student's criminal background check is not clear. If the student does not pass the background check, the student may not be able to complete the required clinical internships. This may result in dismissal from the Program due to an inability to complete all Program requirements and may also result in loss of a tuition refund. It is strongly recommended that the student take measures to have criminal offenses (felonies and/or misdemeanors) expunged or sealed from their record, if possible. The student is encouraged to consult with either the Program Coordinator or Associate Dean.

DRUG SCREEN

The Salt Lake Community College Health Sciences Programs conform to the common health profession requirement for drug screening. Both enrollment in the Program and subsequent placement at clinical sites is contingent upon presentation of a negative drug screen. This Program supports and enforces a zero (0) tolerance drug policy.

The timing for a drug screen is random, but within the academic year, and at the discretion of program faculty. A student has 24-hours to complete the drug screen once instructed to do so by faculty. Exceptions to the 24-hour period will not be allowed based on personal needs including work obligations. The drug screen must be conducted as per Program requirements. Failure to meet these requirements will result in the student's dismissal from the Program.

A student taking prescription medication must provide the lab a copy of the physician's script or a prescription label prior to the screening. A student taking prescription medication may be contacted by the testing facility's physician for verification and confirmation of the prescribed substance.

A student who refuses a drug screen within 24 hours, or whose test results are positive for controlled substances, will be dropped from the Program unless documentation justifying the positive result is provided by the testing facility to the College's Risk Department or Division Office.

If a student receives a negative dilute report, the student is responsible for the cost of additional testing. A second drug screen must occur within one week of the first.

If a student receives a second negative dilute or failed screen, the student will be dropped from the Program.

A negative dilute (also referred to as specific gravity) drug screen may occur by adding a substance to the urine or drinking large amounts of liquid. This may occur unintentionally or intentionally. As a student, eat a good meal two (2) to four (4) hours before taking the drug screen and limit the intake of fluid. If the student gets two (2) diluted drug screen test results, the student will be dropped from the Program.

With suspicion of drug intake, use, or abuse; as identified by performance problems or displayed behavior (a reasonable cause basis); faculty will take immediate action. Two or more faculty/administrators will collaborate on the need for a student to have an additional drug screen. A student will be responsible to pay the cost of this additional drug screen. In the case of intoxication, a student will be held at their location until transportation can be arranged to transport the student to the designated drug screen site.

RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR

While serving in a capacity representing the College as a student, professional behaviors are expected. A student has the responsibility to refrain from manufacturing and/or distributing, dispensing, possessing, and using or being under the influence on College campuses, clinical placements, and other sites (including but not limited to conference attendance, meetings, study groups, etc.). Students who violate this, will be subject to Program discipline, including program dismissal.

Student must take the responsibility that personal actions, such as those listed above, affect others within their presence. Please refer to the College's "Drug Free Workplace" policy C252.08.

ALCOHOL

The Salt Lake Community College policy C3S2.01 prohibits:

Public intoxication, use, or possession of alcoholic beverages on College property

Providing or possessing alcohol contrary to law

Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, may be disciplined if violations of alcoholic beverage laws or of College regulations occur. Individual students who plan, sponsor, or direct such functions also may be subject to sanction.

RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR

With suspicion of student alcohol intake, use, or abuse; as identified by performance problems or displayed behavior (a reasonable cause basis); faculty will take immediate action. A student will be held at their location until transportation can be arranged to transport the student. A student will be immediately dismissed from the Program if having had or expected to have client contact while under the influence, especially when occurring at clinicals or during clinics. Program dismissal may also occur with intoxication or possession, while in contact with fellow students, faculty, and other stakeholders of the Program or College when serving in the capacity or identifying oneself as a College student.

IMMUNIZATION/CERTIFICATION COMPLIANCE

Curriculums in Health Sciences include practical clinical/fieldwork experiences for students. Most clinical/fieldwork experiences are arranged off-site of campus and require contractual agreements with facilities such as outpatient clinics, hospitals, long-term care facilities, funeral homes, etc. Contracts (verbal and written) are mutual agreements between parties. One mutual agreement is that all students must be compliant with immunization and certification requirements before placed.

STUDENT RESPONSIBILITY

Purchase a Complio account.

Upload all immunization and certification paperwork to the correct file or location in Complio.

Complete required immunizations and certifications by due dates set by the Program.

ACADEMIC CLINICAL/FIELDWORK COORDINATOR RESPONSIBILITY

Notify the student who is out of compliance in Complio.

Mentor the student to become compliant with immunizations/certifications.

Contact sites requesting acceptance of a student for the clinical/fieldwork if the student is working towards immunization compliance—such as with the Hepatitis B vaccination series.

Refer the student to the Division if any additional paperwork is required.

Assure no student is placed at a clinical/fieldwork site until full compliance can be determined on the Division spreadsheet or cleared through the Division.

POSSIBLE REASONS FOR NONCOMPLIANCE

Paperwork has not been uploaded or uploaded into the wrong area

Overdue dates for annual immunizations/certifications

Not completing paperwork with the Division office.

WHAT TO DO IF SHOWING NONCOMPLIANT IN COMPLIO

Contact your academic clinical coordinator immediately.

Non-compliance may trigger a consequence as set by each individual program. Students unable to complete clinical/fieldwork experiences cannot progress in the curricular sequence. Lateness in completing responsibilities for immunizations/certifications (as listed above) may trigger loss of a clinical/fieldwork site resulting in student dismissal from the Program for lacking expected professional behavior.

MILITARY LEAVE

A student called up for active duty or active service (not including the 2-week required annual training) in a branch of the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserve) in 'times of national emergency' and who requests a Military Activation Drop must:

Provide the College a completed "Military Activation Drop Form" found online at

www.slcc.edu/veterans along with their call up orders as soon as possible after receiving military orders.

The notice need not include a statement of an intention to return to the College. If military necessity renders it impossible to provide advanced notice, initiate a Military Activation Drop by providing notice at the first reasonable opportunity, in writing, personally signed, and with a copy of the military orders

attached, to Salt Lake Community College Veteran's Services Office, STC 059, P.O. Box 30808, 4600 South Redwood Road, Salt Lake City, UT 84130; or by FAX to (801) 957-4987 or by email to: veterans@slcc.edu. The "Military Activation Drop Form" and call up orders may also be provided by a designated family member should mobilization be immediate. **NOTICE:** If using educational benefits, the VA will determine if there is an over payment (Housing /BAH – Book Stipend) due to military call-up.

MILITARY LEAVE PROGRAM STANDING

Students will receive an excused absence from each class for a two (2) week annual training. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required military annual training will not affect a student's standing in the program.

Students absent over two (2) weeks and up to a year will receive a program withdrawal (in good standing). The student will be provided admission preference into the next year's cohort beginning with courses not completed.

Example--if withdrawn in the 4th semester of the program, student tuition will be returned (according to federal law) for that semester. Educational VA benefits will restart for a repeat of that 4th semester the following year.

Example--if returning before the 4th semester of the program, students may (and are advised to) audit courses previously taken again to be current with the material. Contact the SLCC Vet Services for tuition waiver opportunities for auditing.

Students deployed over one (1) and up to two (2) years will be given admission preference into the next year's cohort, but must begin with first semester courses. Contact the SLCC Vet Services for tuition waiver opportunities.

Students deployed over two (2) years will need to reapply to the program.

JURY DUTY

Students will receive an excused absence from each class for a two (2) week period of jury duty. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required jury duty will not affect a student's standing in the program.

Students with jury duty for two (2) weeks and up to a year will receive a program withdrawal (in good standing). The student will be provided admission preference into the next year's cohort beginning with courses not completed.

1. Students may (and are advised to) audit courses previously taken again to be current with the material.

Students with jury duty for one (1) and up to two (2) years will be given admission preference into the next year's cohort but must begin with first semester courses.

Students with jury duty over two (2) years will need to reapply to the program.

STUDENT SERVICES

The Jordan Campus HTC Building and Student Center offer a variety of services such as college cashier, health center, bookstore, copy center and food service. The SLCC General Catalog describes these services in detail.

LIBRARY - The main library is located on the Taylorsville Redwood Campus. A Health Sciences library is located on Jordan Campus in the Health Sciences building on the third floor. A SLCC ID card (One Card) is required to check out materials. The Library has computers for word processing and internet research, individual study/media carrels, and coin-operated copy machines. Most health-related books are found in the 610-612 non-fiction area.

SECURITY AND PARKING - Security services are provided by SLCC for the safety and welfare of students, employees, and visitors as well as protecting college and personal property, traffic control, and parking enforcement. SLCC has an extensive plan for dealing with emergencies and natural catastrophes. Parking permits are required by all individuals wishing to park on a SLCC Campus. A complete set of parking regulations may be obtained at the Public Safety Office, Student Center Cashier, or one of the Student Information Desks. It is the responsibility of each person parking on campus to become familiar with these regulations.

DRC- SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drc.

SOCIAL MEDIA

Student organizations should work with the Health Sciences Social Media Manager to set up social media pages and or groups that have the SLCC name or branding as part of it. Administrative rights at-a-minimum should be given to the student organization advisor and Social Media Manager. Others may request it. No student that has graduated should have administrative rights to the site.

At no time shall confidential or personal information about patients, clinical instructors, clinical sites, guest speakers, classmates, faculty, or information of a private nature discussed in class be posted on social media. Any student violating this policy will be placed on immediate probation and/or dismissed from the program.

Confidential or personal information shall include but is not limited to:

Name, age, weight, address, medical information, and family members of the patients or anything that can possibly identify the patient

Business practices or financial information of the clinical agency/site

Personal information of a clinical instructor, faculty, classmate, including academic information

Derogatory comments about clinical instructors, faculty, or classmates

Any treatment/intervention performed with a patient at a clinical agency/site

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

The APTA is the national organization dedicated to serving the physical therapy profession. The APTA is your best source for the latest information on physical therapy practice trends and issues. Information-packed publications are included in your APTA membership: PT Magazine, Physical Therapy (peer-reviewed journal), and PT in Motion. These publications keep you abreast of professional developments. Changes and advances are occurring daily that are not in your textbooks. The APTA has specialty sections that give you the chance to develop a greater understanding of particular areas of physical therapy and to meet and interact with professionals who share your interests. Your APTA membership gives you discounts on publications, conferences, and seminars plus access to job listings. There are many APTA sponsored insurance and business programs for you, the physical therapist assistant student.

The APTA has an active Utah Chapter that exists as an organization to represent and be an advocate for the physical therapy profession in the state and to assist in improving skills and knowledge of its members. The chapter holds regular meetings and sponsors conferences and activities throughout the year.

There is a PTA Special Interest Group in the state. Membership in the APTA is not required, though highly recommended, for attendance at the meetings, continuing education opportunities, and activities.

Your course fees pay for your first year of student membership in the APTA and the Program Coordinator will process your membership application.

CERTIFICATION AND LICENSURE

To become a Physical Therapist Assistant in Utah, an individual must graduate from a CAPTE accredited physical therapist assistant educational program and successfully pass the National Physical Therapist Assistant Examination. You are urged to become familiar with the State of Utah Physical Therapy Practice Act and Rules so you can inform the public of the state of the profession. If you intend to work in a state other than Utah after graduation, you should become familiar with that state's licensure law.

CLASSROOM RULES/SUPPLIES

The physical therapy classrooms and labs are places of learning. Respect for the furniture and equipment is required. Mishandling or breaking of equipment by the student will be the student's responsibility for replacement costs. Immediately report any malfunctioning or broken equipment to the Instructor. As noted above, students must be appropriately attired at the designated start time. Students are to remain in class until the session is completed or until dismissed by the Instructor. No visitors are allowed in class unless given special permission by the Instructor. At the end of each class, the room should be straightened with furniture, equipment, and linen in their proper places. If eating and drinking occurs in the class, students should be careful not to spill or damage furniture or equipment. Students are not allowed to work with equipment they have not yet been instructed on in class.

PART TWO

CLINICAL EDUCATION
and
ON-SITE PHYSICAL THERAPY CLINICS

CLINICAL EDUCATION PHILOSOPHY

To be prepared for employment as a member of the PT/PTA team, the physical therapist assistant student must have meaningful contact with a wide variety of clients across the life span. Clinical education should provide the student with practical understanding relating to the diverse functions of physical therapy in physical disabilities, psycho-social and/or wellness settings. In the clinical setting the student has an opportunity to practice interpersonal and social skills, methods of instruction, and the use of self as a therapeutic tool. Emphasis will be placed on refining observational skills and accurately recording and reporting pertinent data relevant to the plan of care of individual clients. Clinical experiences should reinforce theories and principles presented in the classroom and provide the student with an opportunity to integrate academic knowledge.

CLINICAL EDUCATION STUDENT LEARNING OUTCOMES

At the end of the designated clinical education phase of the Program, the student will have attained entry-level competency in the following areas:

1. Performs in a safe manner that minimizes risk to patient, self, and others.
2. Conducts self in a responsible manner.
3. Interacts with others in a respectful manner.
4. Adheres to ethical and legal standards.
5. Communicates in ways that are congruent with situational needs.
6. Produces documentation to support the delivery of physical therapy services.
7. Delivers established patient care to reflect respect for and sensitivity to individual differences.
8. Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.
9. Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.
10. Discusses the need for modifications to the plan of care established by the physical therapist.
11. Performs physical therapy interventions in a technically competent manner.
12. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.
13. Participates in activities addressing quality of service delivery.
14. Participates in addressing patient needs for services other than physical therapy.
15. Manages resources (eg, time, space, and equipment) to achieve goals of the clinical setting.
16. Participates in fiscal management of the physical therapy clinical setting.
17. Uses physical therapy aides and other support personnel according to legal standards and ethical guidelines.
18. Implements a self-directed plan for career development and lifelong learning.
19. Assists the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

APTA Clinical Performance Instrument

CLINICAL EDUCATION AGREEMENT

The Clinical Education Agreement between the College and each individual Clinical Education Site states explicitly the responsibilities of the school and facility. A copy of the agreement is available from the Academic Coordinator of Clinical Education (ACCE) and the Dean of the School of Health Sciences offices.

CLINICAL EDUCATION SITES

All clinical education assignments are made so that the student will have adequate opportunity to acquire the required number and distribution of entry-level requirements. Each student will complete the Clinical Skills Self-Assessment Form and submit it to the ACCE by the date requested. A listing of the present available clinical education sites and specific information concerning each site is located in the Clinical Education Site file located in the ACCE's office. Each student should read the Guidelines for Selection of Clinical Education Sites to facilitate an understanding of the process. Students will be assigned to clinics no later than one month prior to the start of the clinical. Students should plan to have access to transportation during the clinical. Placements will be made based upon availability of space at the clinic, student academic needs, and student personal needs. Clinics throughout Utah are utilized and every effort will be made to place students at facilities convenient to their homes, however, students may be placed at facilities that require a temporary residence. Students will not be sent to out-of-state clinical sites.

If the student does not accept the placement assigned by the coordinator, he/she must submit a letter stating the reason(s) within five (5) days of initial placement assignment to the ACCE. The ACCE will then review the letter and notify the student of the decision within five (5) days of receiving it. Timeliness is imperative due to clinical education centers requiring notification of students assigned so that arrangements can be made for Clinical Instructors, for example.

Some clinical sites require the student to pass an interview with their staff prior to accepting the student for the clinical placement. If the student does not pass the interview, the college will make one additional attempt to place the student. If the second facility denies the placement, the student will receive a failing grade for the clinical and will be required to retake the course in order to continue in the curriculum and/or graduate.

Due to contracts and regulation with our clinical partners, there may be additional tests or screens that you will be required to complete in a timely manner to be placed at that facility per our contract agreement with the particular facility. You will be notified of these as a part of the placement process. If you choose not to complete these additional tests, you will have one additional opportunity to be placed at another facility.

The Center Coordinator of Clinical Education (CCCE) will provide an orientation to the department and facility for the assigned student(s). Procedures, rules, and regulations will be explained, as well as the expectations of conduct. All students will be expected to become familiar with this information and abide by these policies.

Any problem created by a student, which may have serious implications for the Clinical Education Center will be investigated by the CCCE, Director of Physical Therapy, ACCE, and Physical Therapist Assistant Program Coordinator. The matter will then be reviewed by the Health Professions Associate Dean and dealt with according to College regulations.

The Clinical Instructor will be a physical therapist or a physical therapist/physical therapist assistant team and will be responsible for providing supervision and assistance to the student on an ongoing basis.

The student will not be expected to take the place of qualified staff, nor will he/she be allowed to accept employment at the clinic while performing a Clinical Experience or Clinical Affiliation.

All students in the Program must take full responsibility for the cost of clinical education.

GUIDELINES FOR STUDENT SELECTION OF CLINICAL EDUCATION SITES

Upon graduation from the Program, a student should have entry level skills as a “generalist.” Therefore, Clinical Education Sites are considered based on the **combination** of the three (3) Clinical Internships including: types of clientele, variety of physical therapy settings, and student’s previous experience and preferences in regard to location of facility and anticipated area of practice after graduation.

Please note: A student who has previously worked in a particular facility will NOT be placed in the same site to fulfill requirements for his/her Clinical Experience or Clinical Internships.

GUIDELINES FOR SELECTION OF CLINICAL AGENCIES/FACILITIES

The clinical experiences offered by various health care facilities from an integral and critical portion of the PT Assistant Program. The selection of clinical education sites is based on the following criteria: Readiness, using APTA Guidelines and Self-Assessment for Clinical Education Sites tools.

1. Congruent with overall mission and Program goals as evidenced by the Clinical Site Information Form.
2. Ability to provide a variety of learning experiences that meet the Program’s clinical education student learning outcomes.
3. Ability to provide consistent, high-quality, and culturally competent patient/client care, which is based on available evidence.
4. Strong administrative support for all aspects of clinical education.
5. Commitment to equal access for student participation in clinical education including race, creed, ethnic origin, nationality, sexual orientation, and disability.

CLINICAL SITES AND POSITIVE CRIMINAL BACKGROUND CHECKS

A physical therapist assistant student who has a positive criminal background check may be denied placement by a clinical site. If denied the assigned clinical placement, the student will be withdrawn from the program.

CLINICAL EDUCATION AND ON-SITE PHYSICAL THERAPY CLINIC UNIFORM/DRESS CODE

Physical therapist assistant students represent SLCC and should demonstrate professional appearance in the clinical area. The pride in appearance should reflect the pride in the profession and institution.

The Dress Code purpose is to ensure a professional appearance demonstrating a desire and commitment to learn and to meet the standards and expectations of the faculty and the profession. It is the student's responsibility to strictly conform to the dress code standards. Professional appearance is always subject to the approval of the Clinical Instructor at each specific Clinical Education Site and the SLCC On-Site Physical Therapy Clinic.

1. ID - SLCC Student ID must be worn at all times unless - clinical site issues you a specific name tag
2. Golf shirt with collar - conservative solid colors, no prints or stripes, only one 1" maximum size logo on shirt allowed; short – or long-sleeved, if layering long sleeve shirt underneath must be same color as golf shirt; -buttoned except for top 1-2 buttons; ensure shirt is of appropriate size to cover necessary body parts yet allow for reaching and bending without having to readjust the shirt
3. Pant - conservative colors, no prints or plaids, no jeans if any color; hems must be a minimum of 1/2" off the ground i.e. no dragging; if belt loops are present, must wear a belt; appropriate length and proportion to cover body parts and underclothing yet allow for bending and squatting without having to readjust the pants
4. Clothing must be clean and pressed in good repair, without holes, rips or tears
5. Socks – required; ankles must be covered
6. Shoes – conservative colors and styles, no open-toes; some clinical sites will allow new tennis shoes
7. Hair – clean and neat; no extreme styles or colors; Women - long hair must be pulled back; Men – hair must be trimmed and off the shirt collar, no facial hair. Remember: your hair should not interfere with job tasks nor should you be touching your hair during treatments.
8. Make-up – conservative
9. Jewelry and piercings – only one small stud earring per ear is allowed
10. Tattoos – all tattoos must be covered, no visible tattoos allowed
11. Fingernails – clean, clipped short; no nail polish; no fake nails
12. Perfume – refrain from use; in many facilities perfume is not allowed due to patient allergies
Regular bathing, brushing of teeth, use of deodorant, and washing and ironing of clothes is the minimum expectation.

CLINICAL ATTENDANCE

Students are expected to be on time and present at the clinical education facility on the days and during the hours assigned by the Clinical Instructor (CI), which may include weekend and holidays. Absences will not be tolerated except under the most severe circumstances. Clinical Instructors do not take lightly their time and preparation only to have students fail to fulfill their obligations. Clinical education must be passed successfully in order to continue in the Program.

For the clinical experiences, all time missed in the clinic must be made up during the respective semester. Until all time is made up, the student will receive an Incomplete grade. If time missed is not made up within the semester or contracted specified period, the student will receive a failing grade and be required to repeat the Clinical Internship in its entirety on a space available basis.

If a student must miss a day of clinical, the student must notify the clinical facility of his/her absence as soon as possible. Additionally, the student must immediately notify the ACCE of the absence.

Each day missed must be made up with an additional day in the clinical site. Under ordinary circumstances, the student and Clinical Instructor will jointly determine arrangements for make-up time, with consultation of the ACCE. It may be made up on weekends if the client load is adequate and supervision by a clinical educator is provided. Ideally, all time will be made up in the facility where the time was missed. If this is not possible, the ACCE will arrange for the make-up time at a similar facility.

THE FACILITY RESERVES THE RIGHT TO REQUIRE ABSENCES DUE TO ILLNESS OR INJURY TO BE MADE UP AT THAT FACILITY REGARDLESS OF THE AMOUNT OF THE TIME MISSED.

CLINICAL EXTENDED LEAVE

Extended absences due to illness, injury, emergency or other health reasons will be considered on an individual basis. Students will be expected to complete clinical assignments within a reasonable time under a contractual agreement. When it becomes apparent that a delay is necessary, a request must be submitted in writing to the ACCE or Program Coordinator. The ACCE, Coordinator, and the student, if possible, will meet to determine a course of action.

Inability to complete clinical assignments within one year of the scheduled completion date will be considered as unreasonable delay and will constitute reason for failure.

CLINICAL ACCIDENTS/INCIDENT REPORTS

In addition to complying with proper procedures for reporting incidents at the clinical facility, all occurrences which require a written report must be **IMMEDIATELY** reported to the ACCE.

ACCEPTABLE CLINICAL EDUCATION PERFORMANCE

Successful completion of each Clinical Internship consists of earning the minimum requirement, as stated on the course syllabus, on the EXXAT Performance Instrument and clinical assignments.

ACADEMIC PROBATION RELATED TO CLINICAL EDUCATION

If a request from a clinical site is received to deny a student due to failure to meet the clinical's requirements, whose work and conduct may have a detrimental effect on patients or personnel, and/or whose progress, achievement or adjustment does not justify his/her continuance with the Program, the student will receive a failing grade from that clinical experience or affiliation. Due to the failing grade, the student will be placed on probation in regard to clinical performance and standards and will require the Program to convene a Standards Review Committee to outline the requirements/criteria for the next clinical experience or internship.

This review committee must meet within ten days of notification of failure in a clinical site. The Program Coordinator will chair the Standards Review Committee which will consist of the ACCE and a full-time faculty member. The Committee will review all documents related to the unsatisfactory performance then submit a written report with its recommendation to the parties concerned within 72 hours. Resolution of the problem will be one of the following options:

- The student may be asked to remain at the facility for the next immediate semester to attempt to pass specifically outlined objectives/skills,
- The student will be assigned to another facility of a similar type for the next immediate semester to attempt to pass specifically outlined objectives/skills, or
- The student will be given a failing grade for clinical education and dismissed from the Program.

- In any case, the student will have only one attempt to successfully complete the failed clinical experience or internship. If the student fails again in the second attempt, he/she will be dismissed from the Program. OR if a second clinical site refuses placement of the student.

STUDENT HEALTH DURING CLINICAL EXPERIENCES/AFFILIATIONS

Students will have access to emergency care while on assignment at a clinical facility. Follow up care will be the responsibility of the student. Clinical sites may require the student to demonstrate proof of health insurance. Failure to be able to provide this will disqualify the student from the placement. The student will be allowed one additional attempt at a clinical site.

PURPOSE OF STUDENT CLINICAL ASSESSMENT TOOLS

The EXXAT Clinical Performance Instrument is designed for the CIs to efficiently and qualitatively grade the level of clinical expertise of each skill required of a physical therapist assistant, and for the student to identify the level of proficiency of each applied physical therapy procedure throughout the Program curriculum. The purposes of the instrument include:

- Identify for the student and their CIs the skills required of a practicing physical therapist assistant.
- To provide an assessment tool by which a uniform qualitative tool by which all physical therapist assistant students at all clinical sites can be rated.
- To provide a continuous motivational tool to improve each skill throughout the clinical education curriculum.
- To provide a tool to identify level of expertise and degree of weakness in each skill applied by student.
- To assure an accurate and non-alterable tool of assessment.
- To identify areas of the curriculum requiring enhancement or modification.

ON-SITE PHYSICAL THERAPY CLINIC AND TELEHEALTH CLINIC

The On-Site Physical Therapy Clinic and Telehealth Clinic exist to provide the student with experience in clinic operations and patient care. Participation in these Clinics is linked to specific program courses. Course syllabi delineate student participation expectations and grading criteria. Specific policies and procedures regarding the clinic will be provided during the initial on-site clinic training session.

SLCC PHYSICAL THERAPIST ASSISTANT PROGRAM HANDBOOK SIGNATURE FORM

SALT LAKE COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM SIGNATURE FORM

____ I have received, read, and reviewed the Physical Therapist Assistant Program Handbook, 2021-2022. I have clarified any questions or concerns with the Physical Therapist Assistant Program Coordinator regarding this information.

____ I am aware of the college's student rights and responsibilities and know where to access the document.

____ **Blood Borne Pathogens Policies Release:** I, the undersigned, have read and fully understand the college policy for the prevention of HIV, HBV and other blood borne disease transmission from patients to health care students and faculty. I understand that it is my responsibility to adhere to this policy for my personal protection and that of others. I furthermore agree to report any incident which relates to this policy as outlined in the policy.

____ I, the undersigned, agree to be treated by my instructors, guest lecturers, or classmates during all hands-on activities and treatment sessions for the duration of the program. I understand that all efforts will be made to provide modesty and safe conditions for me and if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment, I will carefully confront my classmate about this. If I do not sense that the issue is resolved by this action, I will speak to my Instructor about it. I will give notice to staff of any allergies such as latex, nylon fibers, or asthmatic conditions to the Instructor or Program Coordinator before class.

____ I, the undersigned, will endeavor to follow the *APTA Standards of Ethical Conduct for the Physical Therapist Assistant* along with the posted classroom rules. I agree to drape my classmates, guests or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom activities. I will promptly report any malfunctioning equipment to staff as soon as the unit is noticed to be causing problem.

____ I, the undersigned, consent to allow all forms of media recording, such as: imaging, photos, videotaping, audio recording, etc. to be taken and used for marketing and educational purposes.

____ **Statement of Responsibility and Confidentiality:** The undersigned hereby acknowledge his/her responsibility under Federal applicable law and the Agreement to keep confidential any information of the Facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any patient, and further agrees not to reveal to any third party any confidential information of the Facility.

____ I agree to notify Salt Lake Community College of my whereabouts for a minimum of one year after graduation from the Physical Therapist Assistant Program. I will provide to the Program any change of address I may have on a timely basis. I will complete and submit one graduation survey as requested by the Program Coordinator.

I agree to adhere to the requirements as indicated by my signature in the appropriate space below.

Student Name (Print Clearly)

S#

Date mm/dd/yyyy

Student Signature

STUDENT COPY

SALT LAKE COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM SIGNATURE FORM

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Date mm/dd/yyyy

Student Signature

PROGRAM COPY