These requirements are specific to the physical therapist assistant program and are supplemental to the ECC college catalog.
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Anti-Discrimination, Harassment, Violence, and Retaliation Policy and Procedure

Administrative Procedure 3.403


Title IX and Campus SaVE Act Rights:
Title IX and Campus SaVE Act are federal laws designed to protect college students, while on campus grounds, from domestic violence, dating violence, sexual assault, stalking, and sex discrimination (gender-based violence between any of the following groups: men, women, transgender people, and gender non-conforming persons).

Examples of Sexual Harassment (including, but not limited to):
- Unwelcomed sexual advances
- Repeated date requests
- Sexual gestures
- Explicit sexual cartoons or images
- Discussions about sexual activity/orientation
- Domestic violence
- Dating violence
- Sexual misconduct
- Sexual assault/sexual violence
- Stalking

What is Sexual Assault/Sexual Violence?
Sexual assault/sexual violence is defined as a particular type of sexual harassment that includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol or for any other reason. This includes, but is not necessarily limited to inappropriate touching, sexual intercourse of any kind without consent, rape, and attempted rape.

What is Stalking?
Stalking is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others’ safety, or to suffer substantial emotional distress. All court ordered “Stalking/ No Contact Orders” should be placed on file with Campus Safety.

How to File a Complaint:
By filing a Title IX complaint, you have the right to ask for an internal investigation and reasonable academic accommodations. Any inquiries or complaints regarding Title IX, the Campus SaVE Act, or the College’s Anti-Discrimination and Anti-Harassment Policy should be directed to:
Marilyn Prentice/Title IX Coordinator: 847-214-7992; mprentice@elgin.edu
DeSean Coleman, Sr. Ed.D Program Manager/Asst. Dir. TRiO-Upward Bound: 847-214-6942; dcoleman@elgin.edu
Campus safety: 847-214-7777
INTRODUCTION

Physical Therapist Assistant Program

2019-2020
Student Handbook

These requirements are specific to the physical therapist assistant program and are supplemental to the ECC college catalog.

Provided to accepted students prior to starting the first semester and provided to all accepted students the first week of every fall semester. Also available online at www.elgin.edu. Direct link:
Welcome!

Congratulations! You are beginning a new career and a new phase in your life.

Elgin Community College and its clinical affiliates, your instructors and fellow students, would like to welcome you to the Physical Therapist Assistant Program. We hope your time spent for this program will exceed your expectations. The program is composed of three major components: lecture, lab and clinical. Each of these three components will assist in preparation for taking the national licensure examination and employment as a licensed physical therapist assistant. We are dedicated to providing the highest quality of instruction and ensuring professional and technical development as a physical therapist assistant. The instructors are always willing and eager to help and provide guidance along the journey. However, Your success will be directly proportional to the effort YOU put forth.

Physical therapy has existed since the beginning of the 1900’s with physical therapist assistants (PTA) joining the profession in the 1950’s in response to the polio epidemic. The field has evolved over the years to competently serve and meet the healthcare needs of a changing society. Today, physical therapy practice is based on a well-developed body of scientific and clinical knowledge to ensure evidence-based practice. The PTA Program of Elgin Community College (ECC) accepted its first class of 20 students the fall 2007 semester. The first glass graduated in May 2009.

The Physical Therapist Assistant Program curriculum has been arranged to reflect the progression in course content from simple to more complex information. The general education courses provide important baseline information that the student needs to incorporate into the PTA program courses. The rigor of the PTA program increases as you progress through the program and develop increased skill and knowledge in physical therapy. You will also develop an increased awareness of yourself and how you impact those around you and the environment. You will repeatedly be required to use the information that you learn--integrating concepts and information from multiple courses/resources--in order to create a solution for a patient situation or problem. This is what the work environment will be. Each situation and patient is different and requires individualized problem solving and competent quick critical thinking skills. You will be repeatedly required to demonstrate skills and abilities which will incorporate previous learned skills. You cannot memorize the material and be successful; you must learn and completely integrate and understand the information so that you may provide safe quality interventions to patients.

This handbook was prepared for orientation to the program and identification of your responsibilities as a student in the program. It provides guidelines, policies, and procedures affecting you as physical therapist assistant student at Elgin Community College and its clinical affiliates. The information in this manual is intended to supplement those that are stated in the Elgin Community College Catalog. This manual is updated annually. Changes in any established guidelines and procedures will be given to you as a written memo which you may then add to this handbook.

Physical therapy is an amazing and wonderful healthcare field. As a physical therapist assistant you will have many opportunities for personal and professional development while making a difference in the lives of others. We wish you success in attaining your goals!

Accreditation (Compliance with Accreditation Requirements Policy)
The Physical Therapist Assistant Program at Elgin Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 2314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

If needing to contact the program/institution directly, please call 1-847-214-7289 or email mbanks@elgin.edu

CAPTE is the only recognized organization providing accreditation for physical therapist assistant and physical therapist programs in the United States.

Program accreditation provides students, graduates and employers with information pertaining to the program’s skill, knowledge, value, and competency. These are the goals the program intends to impart to the student, which are necessary to perform the range of professional responsibilities expected by employers across the nation. Graduation from an accredited program also provides the capability to apply for licensure in each of the states. By requiring programs to meet specific criteria and standards for accreditation, students have access to the best curriculum available in their field. Upon completion of the boards, they will have the foundational knowledge to continue to develop as professionals within the physical therapy field.

Accreditation of educational programs assures patients that students, who perform procedures, have appropriate supervision during the educational process. It also indicates that graduates will have met the minimum level of competency as defined nationally by the profession.

Through the process of programmatic accreditation and program review, educators are assured that their educational programs are remaining current with the profession and with standards developed through national consensus.

**Elgin Community College Mission Statement**

The Mission of Elgin Community College is to improve people’s lives through learning.

We will pursue our Mission by focusing all our efforts on making Elgin Community College a national leader in promoting success for all students. This Vision will be attained through a commitment to provide innovative and affordable learning opportunities for all constituencies and to promote cultural competence and community partnership in our decisions and actions.

**Anti-Discrimination**

“Elgin Community College (“the College”) does not discriminate, or tolerate discrimination, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender/gender identity, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state or local law in matters of admissions, employment, or in any aspect of the educational programs or activities it offers. Examples of prohibited discrimination include (but are not limited to):

• refusing to offer employment or educational opportunities to someone because of the person’s protected status;
• considering a person’s protected status in deciding an employee’s salary or a student’s grade;
• making any other employment or academic decision based on a person’s protected status.
Additional information regarding the College’s prohibition against disability discrimination, as well as information regarding accommodations for individuals with disabilities, is set forth in Administrative Procedure 3.501 (Individuals with Disabilities). “

Public Notification of Nondiscrimination in Career and Technical Programs

The PTA Program of Elgin Community College abides by the Colleges Anti-Discrimination statements and policies.

PTA Program Mission Statement

The mission of Elgin Community College’s CAPTE-accredited Physical Therapist Assistant Program is to provide quality education in accordance with the highest ethical and academic standards while concurrently preparing graduates to possess entry-level skills and knowledge to function under the supervision of the physical therapist for successful employment.

PTA Program Philosophy

Elgin Community College’s PTA Program is committed to graduate PTAs who will demonstrate the performance expectations as described by CAPTE. Our graduates will possess the knowledge, skills, attitudes, values, and perspectives necessary to function as a licensed physical therapist assistant in today’s health care environment. A learner centered approach will support development of self-directed, independent, and personally responsible individuals. Learning experiences will incorporate cognitive, psychomotor and affective domains of learning, and empower students to develop problem solving skills, which are also incorporated into the clinical experiences. Students will be provided with multiple opportunities, which include access to technology, clinical experiences, research publications, and participation in professional organizations and activities that will expand their knowledge, develop their skills, and endorse the college’s mission to improve people’s lives through learning.

A progression of patient related responsibilities and activities develops as the student advances through the program, both in the classroom experience and clinical environment where the student is learning under the direction and supervision of a licensed physical therapist (PT). Program goals and learning outcomes are assessed using a variety of methods to ensure effective student success with the licensure exam and eventual career as a physical therapist assistant.

PTA Program Goals and Program Outcomes
(revised May 2015 in accordance with Program Review)
Program Goal 1:
To prepare graduates who possess entry-level skills and knowledge that will function under the direction and supervision of the physical therapist. (ECC Strategic 2018-2022 Goal 1: Strategy 1; Goal3: strategy 9)

a. Program Outcome: Develop the knowledge and skill to provide accurate, appropriate and safe interventions under the supervision of a physical therapist. (CAPTE Standard 6 & 7)

   i. Collect, understand and analyze written, verbal, performed, and observed data about a patient. (Data: CPI, classroom case studies, lab exams).

   ii. Provide accurate and appropriate interventions within the plan of care under the direction and supervision of a physical therapist. (Data: classroom interactions, lab exams, skill validations, clinical/CPI)

Program Goal 2:
To ensure graduates possess critical thinking and problem solving skills applicable to real-world situations for contemporary evidence-based practice. (ECC Strategic 2018-2022 Goal 1: strategy 1).

a. Program Outcome: Demonstrate proficiency in problem-solving and critical thinking skills regarding patient care: (CAPTE Standard 7)

   i. Apply knowledge of principles, indications and contraindications for physical therapy interventions. (Data: CPI documentation in clinical)

   ii. Make adjustments within the plan of care to accommodate patient condition and other variables. (Data: CPI/clinical, classroom case scenario)

Program Goal 3:
To graduate students who practice effective communication skills in the clinical setting. (ECC Strategic 2018-2022 Goal 1: strategy 3)

a. Program Outcome: Practice effective communication skills in the clinical setting with members of the healthcare team, patients and their families and provide appropriate education. (CAPTE Standard 7)

   i. Demonstrate effective oral, written and nonverbal communication with patient’s, families and members of the interdisciplinary health care team. (Data: clinical/CPI)

   ii. Educate colleagues, volunteers, patients and families. Caregivers and other members of the healthcare team as appropriate. (Data: classroom, clinical, presentations in classroom and clinicals)

Program Goal 4:
To graduate individuals that demonstrates ethical and professional behaviors. (ECC Strategic 2018-2022 Goal 1: strategy 2)

a. Program Outcome: Develop a professional code of conduct regarding their roles as a PTA which includes ethics, safety and lifelong learning. (CAPTE Standard 7)
i. Demonstrate professional behaviors consistently in the classroom, lab setting and clinical environment (Data: participation classroom forms, validations, lab exams, CPI)

ii. Demonstrate ability to effectively communicate the role of the PTA (Data: classroom, clinical).

iii. Discuss and apply concepts of multi-cultural awareness in professional behavior in the classroom and clinical environment (Data: validations, lab exams, CPI, classroom participation).

**Elgin Community College General Education Learning Outcomes**

1. Communication
2. Scientific literacy
3. Quantitative Literacy
4. Critical Thinking
5. Information & Technology Literacy
6. Global & Multi-cultural Literacy

For more complete information for the general education learning outcomes, visit the college catalog 2018-2019 page 19 or the link below.


**PTA Program Effectiveness Data and Program Retention/Graduation**

Expected Outcome: The program expects a retention rate of 75% or higher over a 2-year period. Program retention is defined as the number of students who complete the program. The program length is 5 semesters or 2 years. The program accepts 20 students annually from qualified applications.

<table>
<thead>
<tr>
<th>Year graduating from Program</th>
<th>% completed</th>
<th>2 year average retention rate</th>
<th>2 year average graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>65%</td>
<td>2009-2010 =70%</td>
<td>2009-2010=70%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
<td>2010-2011=80%</td>
<td>2010-2011=80%</td>
</tr>
<tr>
<td>2011</td>
<td>85%</td>
<td>2011-2012=80%</td>
<td>2011-2012=80%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
<td>2012-2013=87%</td>
<td>2012-2013=87%</td>
</tr>
<tr>
<td>2013</td>
<td>100%</td>
<td>2013-2014=90%</td>
<td>2013-2014=90%</td>
</tr>
<tr>
<td>2014</td>
<td>80%</td>
<td>2014-2015=84%</td>
<td>2014-2015=84%</td>
</tr>
<tr>
<td>2015</td>
<td>88%</td>
<td>2015-2016=89%</td>
<td>2015-2016=89%</td>
</tr>
<tr>
<td>2016</td>
<td>90%</td>
<td>2016-2017=85%</td>
<td>2016-2017=85%</td>
</tr>
<tr>
<td>2017</td>
<td>80%</td>
<td>2017-2018=77.5%</td>
<td>2017-2018=77.5%</td>
</tr>
<tr>
<td>2018</td>
<td>75.0%</td>
<td>2018-2019=72.5%</td>
<td>2018-2019=72.5%</td>
</tr>
<tr>
<td>2019</td>
<td>70.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ECC PTA Licensure Pass Rates

Expected Outcome: ECC’s ultimate 2-year average licensure pass rate on the National Physical Therapy Examination (NPTE) offered by the Federation of State Boards of Physical Therapy (FSBPT) will be 80%. The PTA program has consistently achieved this outcome.

Ultimate pass rate includes all students in that class that have successfully passed the NPTE even if they have taken the licensure examination more than one time. The FSBPT permits a maximum of 3 attempts in any 12-month period to successfully pass the examination and a 6-time lifetime limit for NPTE attempts. Normally after failing the first 3 attempts, the applicant must develop a remediation plan based on the FSBPT’s Performance Feedback Report and the remediation plan is reviewed by the Board’s remediation workgroup for approval.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Number of ECC students graduated/number that took exam</th>
<th>Number of ECC graduates passed first attempt</th>
<th>ECC % passing on 1st attempt</th>
<th>Ultimate ECC % passing</th>
<th>National % passing on first attempt for all US Accredited Candidates by graduation year</th>
<th>Ultimate pass rate for all U.S.-Accredited candidates</th>
<th>ECC Ultimate 2-year average pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>13/12 (1 graduate never took exam)</td>
<td>6</td>
<td>50%</td>
<td>75%</td>
<td>82%</td>
<td>76%</td>
<td>2009-2010 = 87.5%</td>
</tr>
<tr>
<td>2010</td>
<td>15/15</td>
<td>14</td>
<td>93.3%</td>
<td>100%</td>
<td>82%</td>
<td>73%</td>
<td>2010-2011 = 100%</td>
</tr>
<tr>
<td>2011</td>
<td>17/16 (1 graduate never took exam)</td>
<td>14</td>
<td>87.5%</td>
<td>100%</td>
<td>83%</td>
<td>76%</td>
<td>2010-2011 = 100%</td>
</tr>
<tr>
<td>2012</td>
<td>15/15</td>
<td>12</td>
<td>80.0%</td>
<td>93.3%</td>
<td>85%</td>
<td>80%</td>
<td>2011-2012 = 96.6%</td>
</tr>
<tr>
<td>2013</td>
<td>17/17</td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
<td>84%</td>
<td>95%</td>
<td>2012-2013 = 96.65%</td>
</tr>
<tr>
<td>2014</td>
<td>16/16</td>
<td>14</td>
<td>93.75%</td>
<td>93.8%</td>
<td>87%</td>
<td>95%</td>
<td>2013-2014 = 96.70%</td>
</tr>
<tr>
<td>2015</td>
<td>16/16</td>
<td>15</td>
<td>93.75%</td>
<td>93.8%</td>
<td>85%</td>
<td>95%</td>
<td>2014-2015 = 93.80%</td>
</tr>
<tr>
<td>2016</td>
<td>18/18</td>
<td>18</td>
<td>100.0%</td>
<td>100.0%</td>
<td>87%</td>
<td>95%</td>
<td>2015-2016 = 96.87 %</td>
</tr>
<tr>
<td>2017</td>
<td>16/16 (one did not take exam till second time offered)</td>
<td>14</td>
<td>87.5%</td>
<td>100.0%</td>
<td>89%</td>
<td>90%</td>
<td>2016-2017 = 100.0%</td>
</tr>
<tr>
<td>2018</td>
<td>15/15</td>
<td>13</td>
<td>86.66%</td>
<td>100.00%</td>
<td>84.6%</td>
<td>91.4%</td>
<td>2017-2018 = 100.00%</td>
</tr>
<tr>
<td>2019</td>
<td>14/14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Licensed ECC Graduate Employment Rates

Employment rate since 2009 has been basically 100%.
All licensed graduates who have sought PTA employment have been employed as a PTA at the job of their choice in a part time or full time position as they prefer until the cohort of 2018. One 2018 graduate had a difficult time due to personal time/distance/type of environment restrictions but did find part-time employment. A second 2018 graduate did not begin looking for a position until May 2019 and wants part-time with driving restrictions so currently interviewing. This data is collected by contacting each graduate in follow up communications by the PTA Program Director and independently by the Institutional Research Department of Elgin Community College.

Employer Satisfaction with ECC Graduates

Employers are surveyed one year post graduation regarding satisfaction of the graduate’s preparation for employment. This employer survey is conducted independently by the Institutional Research (IR) Department of Elgin Community College and data tabulated independently by the IR department. The most recent survey completed spring 2018 of the 2017 graduates revealed that ECC graduates met or exceeded employer expectations.

General Program Overview

The Physical Therapist Assistant (PTA) Program includes 5 consecutive semesters of PTA courses that may be taken concurrently with the general education courses required for the Associate of Applied Science Degree. PTA courses must be taken in sequence and are only offered once during the academic year. There is a summer 10-week course between the first year and second year of the program (the third semester).

Each course has a list of learning objectives that are found in the College Course Outline and Course Syllabus. The objectives are the focus of classroom discussion, laboratory activities, evaluations and clinical performance expectations.

The Illinois Physical Therapy Practice Act requires a grade of C or better in all program course work. Therefore, students who do not achieve a grade of C or better in general education and technical education courses will be dismissed from the PTA Program.

The 2-year program consists of classroom/didactic educational components combined with laboratory components. Lab sessions offer practice and patient scenarios to develop problem solving skills. Skill validations ensure competency in specific technical skills. Lab examinations incorporate critical thinking with demonstration of proficiency in technical skills. There are 3 separate clinical experiences integrated within the program. The clinical experiences are progressive in nature (first is twice/wk, second is 3/wk and third is full time) and progressive in content and performance expectations.

The PTA program information is available on the ECC website at
PTA Program and ECC College Guidelines and Procedures and Policies

The PTA students are expected to understand and be knowledgeable regarding the content of the PTA Student Handbook and ECC policies and procedures.

The PTA program is compliant with and follows the policies of ECC. The ECC policies are available on the ECC website at “About ECC,” select “College Administration” and the “College Procedures” are available. The ECC College Catalog, available on the ECC website, contains ECC policies as well. The PTA Student Handbook is specific for the PTA program and is supplemental to the ECC policies. The annually reviewed PTA Student Handbook is distributed electronically to all students the first week, or sooner, of every fall semester. A paper version will be provided upon request. A copy of the PTA Student Handbook is available the PTA classroom A 157 and each instructor has a copy which a student may borrow if they request. The Dean of Health Profession, Math, Science and Engineering maintains a current copy. The PTA Student Handbook is available on the ECC website at https://elgin.edu/media/elginedu/academics/degrees-amp-certificates/program-information/health-professions/physical-therapist-assistant/2017-to-2018-PTA-Handbook.pdf

The PTA Student Handbook is updated annually and/or as necessary with PTA students and administration notified of any updates as well as updating of the handbook on the ECC website.

Essential Functions of a PTA Student

(Policy of same name)

The Essential Functions of a PTA Student are provided during PTA Information Sessions so that the applicant is well informed. This form is not required as part of the application.

The Physical Therapist Assistant Program has established minimum essential requirements (separate from academic standards for admission), which every student must meet, with or without reasonable accommodations, in order to participate fully in all aspects of the training and educational program. Following admittance to the PTA program, each PTA student will be required to review and complete the Essential Functions for Physical Therapist Assistant Students form. Completed forms will be maintained in the individual student’s file located in the Program Director’s office.

Essential Functions for Physical Therapist Assistant Students

Candidates applying to the Physical Therapist Assistant Program should consider the following essential skills. Physical therapist assistants are technically trained individuals in physical therapy and provide certain physical therapy interventions after an evaluation and examination by the physical therapist. The PTA follows the plan of care established by the physical therapist regarding interventions and patient care provided. The following standards indicate reasonable expectations of the PTA student for the performance of common physical therapy functions. The following essential functions include physical, cognitive, behavioral, psychomotor, environmental factors, as well as affective and communication functions encountered by students in training and these functions may vary
depending on the specific area of practice. These essential functions do not reflect what may be required for employment of a graduate PTA.

The Physical Therapist Assistant Program adopted these Essential Functions because of the patient’s right to safe and quality health care by our PTA students and PTA graduates. The PTA student must be able to apply the knowledge and skills required to function in a wide variety of clinical settings and situations, while providing the spectrum of physical therapy interventions. Each candidate in this Associate of Applied Science degree program must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in our PTA program and successfully complete the requirements for the AAS degree in PTA.

Adoption of these Essential Functions by the Physical Therapist Assistant Program is integrated with the patient’s right to safe and quality health care by our students and graduates. These standards are in line with other institutional standards.

Sources:
Simmons College Essential Functions, Boston, MA.
University of Rhode Island Essential Functions, Kingston, RI.
Northeastern University Essential Functions, Boston, MA.
Illinois Central College, Peoria, IL
Instructions: Student Name (printed): ________________________

Each essential function is described with specific examples provided. The accepted student should place a check in the appropriate box if capable of meeting the requirement or not capable of meeting the requirement. The last page of this form requires completion and signature. This form is only for information in the application process, not part of the application. Following admission to the PTA Program the form will need to be completed no later than one month prior to the beginning of the first semester.

1. MOBILITY and PSYCHOMOTOR SKILLS:
The PTA student must be able to have sufficient motor capabilities to execute the movements and skills required for providing safe, reliable and effective physical therapy interventions of patients across the lifespan. These include but are not limited to:

<table>
<thead>
<tr>
<th>Some specifics for mobility and motor essential function</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ability to move or position patients and equipment which involves bending or stooping freely to floor level and reaching above the head.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Ability to exert 25-50 pounds of force when lifting, carrying, pushing, or pulling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Ability to move or adjust patients and equipment which involves lifting, carrying, pulling, pushing, and guiding weights up to and including 50 lb.</td>
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<td></td>
</tr>
<tr>
<td>4 Ability to safely and efficiently transfer a 150 lb patient from the bed to the wheelchair using maximal assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Ability to bend, twist, stoop, and balance safely.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Coordination, speed and agility to assist and safely guard (protect) a patient who is walking, exercising or performing other rehabilitation activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Ability to guide, resist and assist a patient or to provide emergency care, which may involve the activities of standing, kneeling, sitting, walking or crawling, for 90 minutes with no rest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Appropriate body mechanics for all skills related to physical therapy and react safely and appropriately to sudden and unexpected movements of patients/classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Ability to endure and successfully complete a 40-hour work week during clinical education courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Ability to provide for the patient’s safety in all physical therapy activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Manipulate and operate PTA equipment and demonstrate the ability and dexterity to manipulate the devices used in physical therapy which involves adjusting gauges, dials, small nuts/bolts, goniometers, equipment settings, tape measures, printouts, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some specifics for mobility and motor essential function

<table>
<thead>
<tr>
<th></th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Ability to administer/perform CPR and emergency first aid safely and reliably without assistance following CPR training.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ability to observe and practice standard precautions.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Ability to work in an environment that requires significant physical activity and mobility throughout the workday in a way that does not compromise patient, classmate or therapist safety.</td>
<td></td>
</tr>
</tbody>
</table>

2. SENSORY:

The PTA student must have the ability to observe and participate in demonstrations and in physical interventions applied to patients. This includes the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation, and other measures including but not limited to:

<table>
<thead>
<tr>
<th></th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on physical therapy equipment, to discriminate color changes, and to interpret and access the environment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Visual ability (corrected as necessary) to gather information from medical records and professional literature and written instructions.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, call bells, equipment alarms, and to effectively use devices for measurement of blood pressure and breath sounds. The ability to follow and comply with verbal directions and instructions.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to effectively use a telephone.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to palpate a pulse and to detect changes or abnormalities of surface skin texture, skin temperature, body segment contour, muscle tone and joint movement.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Adequate and functional positional, and movement, and balance sensations to assist and safely guard (protect) patients who are walking, exercising or performing other rehabilitation activities.</td>
<td></td>
</tr>
</tbody>
</table>

3. COMMUNICATION SKILLS:
The PTA student must be able to utilize effective and efficient communication with peers, faculty, various clinical medical practitioners, patients and their families. This includes but is not limited to the following:

<table>
<thead>
<tr>
<th>Some specific essential functions of communication</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to communicate effectively using standard English (interpret and express) both verbally and in writing. Able to correctly follow and interpret verbal instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to communicate effectively (interpret and express) information regarding the status, safety and rehabilitation of patients verbally and in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ability to effectively and efficiently communicate verbally and in documentation with patients, families, health care professionals, community, and with reimbursement payers. Correct spelling required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to communicate and document effectively via computer and paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to recognize, interpret and respond appropriately to nonverbal communications from patients, self and others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ability to modify communications (verbal and written) to meet the needs of different audiences such as patients, families, peers, physicians and other health care personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Work effectively as part of an interdisciplinary team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ability to prepare medical documentation using prescribed format and conforming to all the rules of English punctuation, grammar, diction and style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ability to effectively use a computer and operate other software programs for billing, documentation or scheduling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ability to apply and communicate principles of logical or scientific thinking to define problems, establish facts and draw valid conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Ability to manage several abstract and concrete variables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, beliefs, races, socioeconomic classes and abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the general public.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Establish trustworthy professional, empathetic relationships with individuals from a variety of backgrounds, ages and needs.</td>
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<td></td>
</tr>
<tr>
<td>15. Apply teaching and learning theories and methods in the healthcare and community environments.</td>
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<td></td>
</tr>
<tr>
<td>16. Graciously admit mistakes and accept constructive criticism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Effectively modulate voice tone appropriate to meet situational needs and not to upset/scare or stress a patient. Ability to adjust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. ENVIRONMENTAL ASPECTS:

The PTA student must be capable and able to adhere to infection control environmental aspects as related to exposure to Bloodborne pathogens.

<table>
<thead>
<tr>
<th>Some specific essential functions of the environment</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Willingness to treat patients regardless of health condition or infectious state of patient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to adhere to standard precautions.</td>
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<td></td>
</tr>
</tbody>
</table>

### 5. BEHAVIOR and PSYCHOSOCIAL SKILLS:

The PTA Student must demonstrate good judgment, and the ability to develop empathetic and therapeutic relationships with patients and others. The student must have a tolerance for close and direct physical contact with a diverse population. This includes individuals of all ages, races, socioeconomic, ethnic backgrounds and a variety of people with weight disorders, physical disfigurements and medical or mental health problems. This includes but is not limited to:

<table>
<thead>
<tr>
<th>Some specific behavioral and psychosocial essential functions</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to recognize and respond appropriately to potentially dangerous situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to uphold the APTA Code of Ethics.</td>
<td></td>
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</tr>
<tr>
<td>3. Ability to maintain patient confidentiality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to simultaneously work with multiple patients, families and colleagues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to work with lab partners, patients, families and others during stressful conditions, including but not limited to medically or emotionally unstable individuals, and providing CPR or other emergency interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ability to encourage cooperation and collegial relationships with classmates, instructors, other health care providers, patients and families.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Behavioral and Psychosocial Essential Functions

<table>
<thead>
<tr>
<th>Some specific behavioral and psychosocial essential functions</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to prioritize multiple tasks, integrate information and make appropriate decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to cope with heavy workloads, patient demands and changes in schedules. Flexibility important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to practice professional and respectful physical touch across genders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to maintain professional demeanor in all clinical interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interact appropriately with individuals of all ages, genders, ethnicity, socio-economic, religious and cultural backgrounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to motivate and positively influence patients and others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work effectively with challenging and terminally ill patients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to delegate appropriately to others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to appropriately receive direction and constructive criticism and collaborate with supervisors, academic and clinical instructors, physicians and other designated health professionals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to consistently display professional behaviors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Critical Thinking/Problem Solving:

The PTA student must be able to critically think and problem-solve, calculate, reason and be able to comprehend and process information within the time frame of a session of physical therapy interventions. The student must be able to organize, prioritize and attend to tasks and responsibilities efficiently and effectively. This includes but is not limited to:

<table>
<thead>
<tr>
<th>Some specific critical thinking and problem solving essential functions</th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to collect, interpret and analyze written, verbal and observed data about patients. This requires basic math and algebra computation skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to prioritize multiple tasks, integrate information and make appropriate decisions. Able to do this with just verbal instructions/directions if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to act safely and ethically in the physical therapy classroom, lab and clinical settings.</td>
<td></td>
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</tr>
<tr>
<td>Ability to communicate the rationale or reasoning to justify decisions made.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Some specific critical thinking and problem solving essential functions

<table>
<thead>
<tr>
<th></th>
<th>I am capable of meeting these requirements</th>
<th>I am not capable of meeting these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ability to consult with others to clarify information and to problem solve.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to recognize potentially unsafe situations and react in an appropriate and timely manner.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ability to apply knowledge of principles, indications and contraindications for physical therapy interventions. This includes therapeutic interventions related to human pathology and disability, therapeutic modalities, therapeutic massage, pulmonary hygiene, physical and functional measures, and therapeutic exercises.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ability to educate PTA students, aides, volunteers, patients, families and caregivers.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Comprehend, retain and retrieve complex information from the liberal arts, basic sciences, mathematics, psychological sciences and clinical sciences applying that information to professional course work.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Participate in the process of scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Procure evidence-based information and apply it to the practice of physical therapy.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Comprehend, synthesize and integrate information from written materials, demonstrations, lectures, class discussions, laboratory practice sessions, and real and simulated patients.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apply information obtained from classroom, laboratory and written materials to the examination, assessment and intervention of real and simulated patients.</td>
<td></td>
</tr>
</tbody>
</table>

Clinical rotations occur throughout the two year program and each rotation increases in the time required per week in the clinical setting. The final clinical experience of this PTA educational program occurs during the 5th and final semester with the student providing physical therapy interventions in a clinical setting under the supervision of physical therapists. The student must arrange their personal schedule and have the ability to compete eight hour days (40 hours/week) for six weeks during the final rotation. This final clinical experience provides an integrative measure of the students’ capabilities and functionality. Modification to the clinical program or an individual clinic’s work schedule is at the discretion of the Academic Coordinator of Clinical Education (ACCE).

Individuals with disabilities who are otherwise qualified will not be denied admission to the program, if they can perform these essential functions with reasonable accommodations. *(Individuals with Disabilities Policy)*

*Applicants to the PTA Program who have questions or concerns about these requirements are encouraged to contact the PTA Program Director (847) 214-7289 or email at mbanks@elgin.edu.*

Accepted PTA students are encouraged to contact the PTA Program Director (847-214-7289) or mbanks@elgin.edu with any concerns or questions prior to completing this Essential Functions form.
I _____________________________ can perform the essential functions listed above: (check one of the options) (sign name)
   o __________ with reasonable accommodations (I need reasonable accommodations to fully participate)
   o __________without reasonable accommodations (I do not need any accommodations to fully participate)

PTA students for the PTA Program are required to acknowledge that these essential functions have been provided and any questions have been addressed.

Name:  (Print)__________________________________________ acknowledge the above statement.
Signature:  ____________________________________________________ Date: ______________

Students with Disabilities (Individuals with Disabilities Policy)

ECC welcomes students with disabilities and is committed to supporting them as they attend college. If a student has a disability (visual, aural, speech, emotional/psychiatric, orthopedic, health or learning), s/he may be entitled to some accommodation, service or support. While the College will not compromise or waive essential skill requirements in any course or degree, students with disabilities may be supported with accommodations to help meet these requirements. Accommodations must be reasonable and are specific to the disability and the course.

The laws in effect at college level are the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, which state that a person does not have to reveal a disability, but if support is needed, documentation of the disability must be provided. If none is provided, the college does not have to make any exceptions to standard procedures.

Procedure For Requesting Accommodations:

1. Submit documentation of disability to ADA Coordinator.
2. Documentation will be reviewed and student will be contacted, either to provide additional information or to come in for accommodation letter(s) for faculty.

Call 847-214-7417 or e-mail Coordinator of ADA and Student Disabilities Services at pprobst@elgin.edu Disability Services office: B125

For complete information regarding the Individuals with Disabilities Procedure 3.501 please review information at:

https://elgin.edu/about-ecc/college-administration/college-procedures/individuals-disabilities-policy/

Program Commitment Form (Retention Policy)

This form is provided during the Information Sessions to ensure all applicants are well informed. Following an applicant being admitted to the PTA Program, the student will be expected to review,
complete and sign the Commitment Form then return to the Program Director. This form indicates the difficulty and commitment to learning required by the student in order to successfully complete the PTA Program. The student’s completed signed copy will be maintained in the student’s individual file located in the Program Director’s office. If a student cannot commit fully, it is suggested the student reconsider their goals and options.

PTA PROGRAM COMMITMENT FORM

To Prospective PTA Student:

Due to the growing demand for physical therapist assistants in the local area, as well as nationally, ECC is attempting to enhance the retention of students in the PTA Program. So that you may make a more informed decision regarding your acceptance to the program and so that we effectively meet the community demands for graduate PTAs, we would like you to consider the following statements and check all that apply.

I am willing and able to commit to: (check all that apply)

☐ An intense, two year (5 consecutive semesters) program of study
Grading Scale throughout program: 92-100% A, 83-91% B, 75-82% C
Grade of C or better required to pass each/all program related courses and course components.

☐ Classes that require a high level of problem solving/critical thinking
Written examinations require students to apply the information they have learned to various scenarios/situations. This will require students to have a higher level of understanding of the material. Rote memorization of facts will not assist the students in applying the material to real-life situations.

Written Exam Policy: In the event that a student is unable to pass a written examination (scoring < 75%), the student will be required to take a new examination within one week of the original exam being returned by the instructor. The original score remains as permanent and will NOT be changed. The student must achieve a 75% or better on the makeup exam to progress in the PTA Program.

☐ Hands-on practice and testing of skills
Lab examinations are utilized throughout the curriculum to assess the student’s comprehension of physical therapy theory and application. During lab exams, students receive a patient scenario and perform the physical therapy intervention or measurement as indicated in the Plan of Care. In general, during lab examinations, students are graded on their ability to communicate with their (“simulated”) patient, conduct themselves in a professional manner, maintain safety, collect the appropriate data to report patient status, position and drape patient properly, maintain good body mechanics, provide the intervention effectively and efficiently, and document. If a student fails a lab exam, the student will be required to take a new examination. The original score remains as permanent and will NOT be changed. The student must demonstrate entry level criteria on the makeup lab exam to progress in the PTA Program.
Extra time spent outside of the classroom/lab to master the necessary skills on a weekly basis, a minimum 2-3 hours per week.

Three (3) to four (4) hours of study time for each one hour of credit on a weekly basis (for example: PTA 114 is 3 credit hours and therefore plan to study 9 to 12 hours per week for this one course).

Additional time spent on campus – which may consist of occasional day, evening, and Saturday hours to complete skill competencies.
Skill validation will be further explained during mandatory Orientation for Success in August. Students are expected to practice and refine skills, following initial instruction given during lab (application courses). Skill competencies/validations are REQUIRED throughout the 2-year program. Students are given time frames in which to demonstrate competence in performing a skill. The student first practices with a classmate and then is critiqued by peer/classmate. Then with a peer/classmate as a “partner” performs the simulated intervention or measurement on the fellow classmate/partner (or instructor) and is validated on his/her performance of the specific skill. The majority of skill validations occur outside of class time during MTW afternoons. There will also be pre-clinical sessions and post-clinical sessions for each of the 3 clinical experiences which will be outside of regular classroom time but are required so that the student is prepared for the clinical experience.

Helping others without bias against cultural background, age, gender, etc

A physically and mentally demanding profession, which requires me to be in good general health and physically/mentally and emotionally able to perform the Essential Functions. See ECC PTA Program Essential Functions. A medical exam is required prior to enrolling in the program and clinical sites may require updated physical exams and background checks/drug testing.

A clinical experience consisting of two 8 hour days per week (Tues & Thurs) for 9 weeks in the second semester (SPRING) for which I may be expected to drive up to 1 ½ hours each direction. I am aware I may be driving a significant distance to my assigned clinical rotation. I also will need to accommodate the hours that the clinical instructor works/tells me.

A clinical experience consisting of three 8 hour days per week (M-W-F) for 10 weeks in the fourth semester (FALL) for which I may be expected to drive up to 1 ½ hours each direction. I am aware I may be driving a significant distance to my assigned clinical rotation. I also will need to accommodate the hours that the clinical instructor works/tells me.

A clinical experience consisting of 40 hours/week for 6 weeks during the final semester (SPRING) for which I may be expected to drive up to 1 ½ hours each direction. I am aware I may be driving a significant distance to my assigned clinical rotation. I also will need to accommodate the hours that the clinical instructor works/tells me.

Having and maintaining health insurance throughout the entire 2 year program (Health Tests, Vaccinations, and Insurance Policy)
One of many options is that student health insurance policies can be purchased through the American Physical Therapy Association (APTA) – the national organization supporting PTs and PTAs. Student must become an APTA member to qualify – for information on pricing and membership, contact the APTA at 1-800-999-APTA.

☐ An initial drug screen and criminal background check.
These are required and necessary for clinical experiences. Random drug screening and criminal background checks may be required. The PTA program requires annual TB, drug testing and flu vaccinations. More frequent physicals (in addition to physical upon entrance to program) and/or background checks/drug testing and TB testing may also be required per a clinical site. I understand that if the clinical site I am assigned requires additional physical/drug/TB or background checks that I am expected to comply and I am responsible for the additional costs.

NOTE:
If you were unable to check any one of the preceding boxes, we ask you to reconsider your commitment to becoming a PTA at this time. Ask yourself the following:

1. What is it about the statement(s) that bothered me? Why was I not able to check the box?
2. Is there any way for me to rearrange my work schedule/personal life to meet the demands and time constraints of this program?
3. Is the only reason for my not marking a box – fear? Can I overcome this fear?

If you are able to answer the prompting questions positively – you may wish to start now in making the necessary accommodations that will allow you to be successful in the program. If you have any questions, please contact the PTA program director. The PTA program is excited by the prospect of you joining us in the fall! Please begin working on the necessary steps you will need to put into place to be successful. Now is not too early to be creating a plan.

If, after answering the above noted questions, you don’t feel you are ready for this level of commitment, you may wish to reconsider your application to the program so that someone else can take advantage of the opportunity. You may consider applying to the program the following year, when the timing may better suit your needs.

If you easily checked all the preceding boxes without hesitation – you are already on your way to becoming a great PTA. The ECC PTA Program requires a lot of commitment on your part but it is extremely rewarding. We are very excited by the prospect of you joining us!

COMMENTS:

Printed Name _______________________________________________________________________
Signature________________________________________________________Date_______________
PTA INFORMATION
PTA Definition

“Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs may also measure changes in the patient’s performance as a result of the physical therapy provided.

Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers; massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.” From www.apta.org “Who Are Physical Therapist Assistants?”

Qualifications

To work as a PTA, one must graduate with an associate degree (2 years, usually five semesters) from an CAPTE accredited PTA program at a technical or community college, college or university. Graduates must pass the national physical therapy examination (NPTE) and have a valid license in the state of practice. Each licensing authority has its own criteria for taking the NPTE exam and for licensure. Visit the Federation of State Boards of Physical Therapy (FSBPT) for more information at www.fsbpt.org

Scope of Practice

“PTAs work under the direction of a licensed physical therapist (PT). The PTAs’ duties can include assisting in instructing patients in exercises and activities of daily living (including physical modalities), using special equipment, collecting data on the patient’s progress, and documenting and reporting on the patient’s response.” www.apta.org article titled: What are the Educational Requirements for Becoming a PTA?

Role of a PTA

PTAs are a vital team member and work under the direction and supervision of the physical therapist. PTAs implement selected components of patient/client interventions (treatment), obtain data related to the interventions provided, and make modifications in selected interventions either to advance the progress of the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort.

PTAs assist the physical therapist in the treatment of individuals of all ages, from newborns to the very oldest seniors, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives.

The physical therapist is responsible for the services provided by the PTA.” www.apta.org article titled Role of a Physical Therapist Assistant (PTA).
Supervision

American Physical Therapy Association APTA

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

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

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

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

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)

Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

The above supervision information from [www.apta.org](http://www.apta.org)

SUPERVISION OF STUDENT PHYSICAL THERAPIST ASSISTANTS HOD P06-11-09-17 [Amended HOD P06-00-19-31; HOD 06-96-20-35; HOD 06-95-20-11] [Position]

Student physical therapist assistants, when participating as part of a physical therapist assistant education curriculum, and when acting in accordance with American Physical Therapy Association
policy and applicable state laws and regulations, are qualified to perform selected physical therapy interventions under the direction and supervision of either the physical therapist alone or the physical therapist and physical therapist assistant working as a team. When the student physical therapist assistant is participating in the delivery of physical therapy services while being supervised by the physical therapist alone or the physical therapist and physical therapist assistant working as a team, the physical therapist or the physical therapist assistant is physically present and immediately available at all times. The physical therapist or the physical therapist assistant will have direct contact with the patient/client during each visit as visit is defined in the Guide to Physical Therapist Practice. The physical therapist maintains responsibility for patient/client management at all times, including appropriate utilization of the physical therapist assistant as described in Direction and Supervision of the Physical Therapist Assistant, and for interventions performed by the student physical therapist assistant.

Relation to Vision 2020: Autonomous Practice; Professionalism; (Practice Department, ext 3176)

Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.


The above supervision information from www.apta.org

American Physical Therapy Association (APTA)

ECC’s PTA program provides information about the APTA membership/benefits beginning the first semester and offers formal presentations about the value of membership at a minimum of once per year.

PHYSICAL THERAPY EDUCATION PROGRAM RESPONSIBILITY TO PROMOTE THE VALUE OF MEMBERSHIP IN THE AMERICAN PHYSICAL THERAPY ASSOCIATION HOD P06-04-25-21 [Position]

Membership in the American Physical Therapy Association (APTA) is of great value and importance to the physical therapy profession. To foster the development of professional core values early in their educational experience, students should be introduced to the values and benefits of APTA membership and be invited into the Association at the beginning of their academic education. This formal introduction to the Association should provide students with thorough and accurate information upon which to base their initial decision to join the Association and their subsequent decision to continue membership upon graduation. Therefore, APTA encourages physical therapy education programs to provide formal presentations regarding the values and benefits of APTA membership as an integral part of a student’s orientation and throughout the program’s curriculum.

Relationship to Vision 2020: Professionalism; (Academic/Clinical Education Affairs Department, ext 3203)

[Document updated: 12/14/2009]

Explanation of Reference Numbers:

BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the “P” indicates that it is a position (see below). For example, BOD P11-97-06-18 means
that this position can be found in the November 1997 Board of Directors minutes on Page 6 and
that it was Vote 18.
The above information from www.apta.org

Standards of Ethical Conduct for the Physical Therapist Assistant
(Student Code of Conduct)

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

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

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

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

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

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

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

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

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

2D. Physical therapist assistants shall protect confidential patient/client information and in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.
**Standard #3:** Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

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

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

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

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

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

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

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

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (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 over-utilization or underutilization of physical therapy services.
8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

**Standards of Ethical Conduct for the Physical Therapist Assistant**
**APTA link:**
http://www.apta.org/Ethics/Core/

**Values-based Behaviors for the PTA**
www.apta.org

Values-based behaviors for the PTA (pdf) provides definitions and sample indicators (examples, not an exhaustive list) that describe the actions the physical therapist assistant (PTA) would perform to express the eight values most commonly associated with PTAs:
http://www.apta.org/ValuesBasedBehaviors/

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility

*Please refer to link provided above for more information regarding Values-based Behaviors for the PTA*

**Newly Accepted Incoming PTA Student Information**

All newly accepted incoming students will be required to attend two mandatory informational sessions (May “Orientation” & August “Orientation for Success”) and may need to participate in “homework” via email (if required for the program) over the summer prior to the start of the first semester.

When initially accepted, the students will attend an “Orientation Session” in May where they will meet classmates and receive all necessary paperwork and information. The paper forms each student will receive includes, but is not limited to those needed to begin the summer process of completing medical required data, obtaining textbooks, uniforms, and ECC phone ID badges, etc. All required medically related information will be submitted to CastleBranch. The student will be provided with instructions and information to establish a CastleBranch account which will monitor and manage all the student’s healthcare information. All required medical information needs to be completed by a predetermined date in July. The Background check and 10 panel drug screen is conducted at specific location provided by CastleBranch and must be completed within 30 days prior to the beginning of the first fall semester, not sooner. The 10 panel drug test is required to be updated annually via CastleBranch and must be completed within 30 days prior to the beginning of the fall semester (4th semester in curriculum). Students that do not complete/comply with all of the medical requirements are at risk of losing their place in the PTA program. Students using medical marijuana will not pass
the drug test and the drug test must be negative in order for a student to attend a clinical rotation which is a required part of the PTA program and curriculum. Therefore if unable to have a negative drug test, the student will be unable to participate in the PTA program even if a medical marijuana situation.

Students may be required to participate in “homework” over the summer from June thru August in preparation for the first fall semester. This homework will be distributed via email so all students are advised to set up their free ECC g-mail account and review those emails several times a week. Other program information, updates and reminders will occur via the ECC student email throughout the summer months.

“Orientation for Success” is a mandatory session in mid-August and is a full day (8:00 to 5:00), scheduled the same day as the New Student Convocation, Campus Jam, and New Student Orientation sessions so that students may participate in those campus activities as well. Program preparation includes presentations from the Health Professions retention specialist, other guest speakers, and PTA Program instructors.
PROGRAM CALENDAR and CURRICULUM
Program Calendar

The PTA Program consists of 2 consecutive academic years (5 consecutive semesters) including a summer 10 week semester. The program begins in the fall semester and is completed sequentially after admission to the program. Students attend classes and laboratory experiences at the College in combination with clinical experiences at a variety of clinical locations. The program concludes at the end of the spring semester of the second year with graduation directly following successful completion of the 2-year degree: Associate in Applied Science Degree in Physical Therapist Assistant.

Program semesters include a combination of didactic and clinical education. Didactic education includes classroom courses and laboratories. Clinical education is spent in the clinical settings assisting and performing patient procedures under supervision of a clinical instructor (CI). There are 3 different clinical experiences: spring of the first year, fall of the second year, and spring of the second year. Together didactic and clinical education prepares students for success as a physical therapist assistant.

<table>
<thead>
<tr>
<th>Semester</th>
<th># Weeks Didactic</th>
<th>(Clinical)</th>
<th>Clinical Hours</th>
<th>Total Credits for semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester --year 1</td>
<td>17 wks</td>
<td>(0)</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Spring semester—year 1</td>
<td>17 wks</td>
<td>(9wks)</td>
<td>144 hrs</td>
<td>15 or 18</td>
</tr>
<tr>
<td>Summer session—year 1</td>
<td>10wks</td>
<td>(0)</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Fall semester—year 2</td>
<td>17wks</td>
<td>(10wks)</td>
<td>240 hrs</td>
<td>16</td>
</tr>
<tr>
<td>Spring semester –year 2</td>
<td>10wk + 1wk</td>
<td>(6wks)</td>
<td>240 hrs</td>
<td>12</td>
</tr>
</tbody>
</table>

Total of 71 CR or 74 CR

Student Schedules:

PTA class schedules and clinical days are distributed at information sessions and prior to the beginning of each semester of the program. Students have access to all course/class schedules online including the specific dates of the clinical rotation upon registration, and as part of the syllabus and clinical schedule provided at the beginning of each semester. On the ECC website, the student also has access to the “student portal” which has a program called “My Progress”. The “My Progress” allows the student to monitor what they have completed towards their intended degree and what needs to be completed—they can track their own progress in degree completion. The class schedule information is also available on D2L for the current semester courses and in the PTA Student Handbook which is revised annually. The exact start and end time (not the dates of the experience) for an individual clinical site is unknown until after the selection process and clinical site assignments are made since it will depend upon the work schedule of each specific clinical instructor. Attendance policies are outlined in this PTA Student Handbook.

Holidays and Breaks:

The following legal holidays are observed and no regular didactic or clinical instruction is scheduled on these days: Labor Day, Thanksgiving (2 days), Martin Luther King Day, President’s Day, Memorial Day and Independence Day.
Breaks include Thanksgiving Recess, Winter Recess and Spring Recess.

## PTA Curriculum

The PTA Program curriculum continues to be in review and revision as the program is maturing and responding to assessment information and student feedback/data. Course schedules, dates and times are subject to change. Any changes in the curriculum occur following ECC appropriate processes and procedures. (Assessment Policy)

### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Lecture/lab</th>
<th>First Semester Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td>4 CR</td>
<td>Offered various times day/night</td>
<td></td>
</tr>
<tr>
<td>(BIO 113 an option)</td>
<td></td>
<td>(3,2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA 112</td>
<td>Communication Documentation</td>
<td>3 CR</td>
<td>Wed 3:00-5:45pm</td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>Intro to Psychology</td>
<td>3 CR</td>
<td>Varied</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
<td>3 CR</td>
<td>Varied, day/night or on line</td>
<td></td>
</tr>
<tr>
<td>PTA 120</td>
<td>Physical Therapist Assisting I</td>
<td>4 CR</td>
<td>MW 11:30am -1:55pm</td>
<td></td>
</tr>
<tr>
<td>PTA 110-100 or PTA 110-101</td>
<td>Therapeutic Exercise</td>
<td>1 CR (.5,1)</td>
<td>M 9:45am-11:00am Or Wed 9:45am-11:00am</td>
<td></td>
</tr>
<tr>
<td>BIO 245 (if already complete BIO 110 or BIO 113) option</td>
<td>Anatomy &amp; Physiology part I</td>
<td>4 CR</td>
<td>Varied but limited times</td>
<td>BIO 245 + BIO 246 required for this option</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3,2)</td>
<td></td>
<td></td>
</tr>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Lecture/lab</th>
<th>Second Semester Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 114</td>
<td>Pathology</td>
<td>3 CR</td>
<td>Friday 8a.m. -10:45 am</td>
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</tr>
<tr>
<td>BIO 240</td>
<td>Anatomy &amp; Physiology</td>
<td>4 CR</td>
<td>T/Th 7:00pm – 9:50pm</td>
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</tr>
<tr>
<td>PTA 122</td>
<td>Physical Therapist Assisting II</td>
<td>4 CR</td>
<td>MW 12:15 -3:00pm</td>
<td></td>
</tr>
<tr>
<td>PTA 123</td>
<td>Clinical Practicum I</td>
<td>3 CR</td>
<td>T/Th 9 wks- 144 clinical hours</td>
<td>1/21/20-3/19/20</td>
</tr>
<tr>
<td>BIO 246 (if this 2 course option)</td>
<td>Anatomy &amp; Physiology II</td>
<td>4 CR</td>
<td>Varied but limited times</td>
<td>BIO 246 must be completed this semester</td>
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<td></td>
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<td>(3,2)</td>
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### Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Lecture/lab</th>
<th>Third Semester Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 125</td>
<td>Kinesiology</td>
<td>4 CR</td>
<td>MWTh 11am-2:06pm</td>
<td>10 weeks</td>
</tr>
<tr>
<td>HUM 216</td>
<td>Ethics</td>
<td>3 CR</td>
<td>Evenings, on line</td>
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</tr>
<tr>
<td>ENG 102</td>
<td>English Comp II</td>
<td>3 CR</td>
<td>Varied</td>
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### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Lecture/lab</th>
<th>Fourth Semester Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 218</td>
<td>Human Growth &amp; Development</td>
<td>3 CR</td>
<td>Varied</td>
<td></td>
</tr>
<tr>
<td>CMS 215</td>
<td>Intercultural Communications</td>
<td>3 CR</td>
<td>T/Th 8:00am-9:15am</td>
<td></td>
</tr>
<tr>
<td>PTA 231</td>
<td>Physical Therapist Assisting III</td>
<td>5 CR</td>
<td>T/Th 11:00-2:20</td>
<td></td>
</tr>
<tr>
<td>PTA 232</td>
<td>Clinical Practicum II</td>
<td>5 CR</td>
<td>MWF for 10 wks -- 240 clinical hrs</td>
<td>9/9/19-11/15/193</td>
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### Spring Semester

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Lecture/lab</th>
<th>Fifth Semester Year Two</th>
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</thead>
<tbody>
<tr>
<td>PTA 241</td>
<td>Physical Therapist Assisting IV</td>
<td>5 CR</td>
<td>MTWTh 8:00-11:27</td>
<td>First 8/9 wks</td>
</tr>
<tr>
<td>PTA 242</td>
<td>Clinical Practicum III</td>
<td>5 CR</td>
<td>Full time 6 wks – 240 clinical hours</td>
<td>Full-time 4/30/20-5/8/20</td>
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<tr>
<td>PTA 250</td>
<td>Seminar</td>
<td>2 CR</td>
<td>8 sessions 8:00-11:40</td>
<td>5 sessions before clinical and 3 after clinical</td>
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</table>

Total =71 CR or if BIO 245/246 = 74 CR

### Course Descriptions

**PTA 110 Therapeutic Exercise (1) (.5, 1)**

**Prerequisite:** Acceptance into the Physical Therapist Assistant Program.

Instruction in a variety of therapeutic exercises will be performed, for example: ROM, flexibility, stretching, strengthening with a variety of exercise equipment. The student will learn proper body alignment and posture during performance of exercises. Topics include basics of the exercise prescription to improve patient goals and outcomes while integrating postural concepts and safety awareness. Other topic will include safety related to guarding and monitoring physical status and physiological responses during exercise. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available
PTA 112 Documentation Communication (3) (3, 0)

**Prerequisite:** Acceptance into the Physical Therapist Assistant Program.

This course introduces forms of documentation with emphasis on the SOAP format. Medical terminology related to physical therapy and the healthcare environments is an integral part of the course. Legal and ethical procedures regarding documentation are discussed. Students will be able to document and accurate and effective SOAP note utilizing appropriate medical terminology at the conclusion of this course. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 114 Pathology (3) (3, 0)

**Prerequisite:** Concurrent enrollment in PTA 122

This course will provide the student with knowledge of specific pathologies for each system of the body including contraindications and precautions of which a physical therapist assistant must be aware. The scientific study of the nature of various disease and related causes, processes, development and consequences will be investigated. Clinical application of knowledge will be expected in concurrent and following physical therapist assistant courses. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 120 Physical Therapist Assisting I (4) (3, 2)

**Prerequisite:** Acceptance into PTA program; grade of C or better in BIO 110 or BIO 113 or concurrent enrollment in BIO 110 or BIO 113 and concurrent enrollment in PTA 110 and PTA 112. This course introduces the student to the history and principles of physical therapy; standards of practice and conduct for physical therapists and physical therapist assistants; the PT/PTA preferred relationship and respective roles and responsibilities; state and federal laws governing the practice of physical therapists and assistants; overview of the structure and organization of the U.S. health care system; general information about the professional organization and its impact on practice; principles and concepts related to patient practitioner interactions including psycho-social issues and multicultural competency; principles of patient education; documentation standards; basics of patient care services including transfers, assistive devices, patient instruction; data collection including vital signs, arousal, mentation and cognition; infection control measures; concepts of professional communications; basic clerical functions; and expected professional behaviors and generic abilities. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 122 Physical Therapist Assisting II (4) (2, 4)

**Prerequisite:** Concurrent enrollment in PTA 114 and PTA 123 and Grade of C or better in PTA 110, PTA 112, PTA 120. Grade of C or better in BIO 240 or BIO 246 or concurrent enrollment in BIO 240 or BIO 246.

This course further develops and refines patient care skills acquired in PTA 120, with additional emphasis on range of motion, functional training, professional behavior and compliance with professional guidelines. Areas of study will include pathophysiology of diseases and disorders specific
to physical therapy emphasizing musculoskeletal, nervous and cardiopulmonary systems; joint range of motion and measurement; inflammation, pain and infection; basic pharmacology; patient and family education; study and practice of connective tissue and therapeutic massage; study of lymphatic drainage and manual traction theory; and study and practice of electrotherapeutic and physical agents and mechanical modalities. (1.2)
Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 123 Clinical Practicum I (3)  (0, 9)
Prerequisite: Concurrent enrollment in PTA 122
This clinical experience provides an opportunity to apply skills from PTA 120 and concurrent PTA 122 in a clinical setting under direct supervision of a clinical instructor. This first of three affiliations meets two eight hour days per week for nine weeks (144 hours total). The affiliation will try to be varied from the first clinical experience and may be in one of the following settings: acute care, out-patient, rehabilitation, pediatrics, skilled nursing facility, neuro or orthopedic setting. Weekly academic projects will be completed with supervision of the clinical instructor emphasizing and utilizing the knowledge gained and correlating with PTA 122 classroom knowledge and skills. Completion of a 15 minute oral presentation, including educational supplemental materials, to the clinical staff members on a topic approved by the Academic Coordinator of Clinical Education (ACCE) and Clinical Instructor (CI) is required. (1.2)
Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 125 Kinesiology (4)  (2, 4)
Prerequisite: Grade of C or better in PTA 114, PTA 122 and PTA 123
Kinesiology is the study of movement, bringing together concepts from other courses of anatomy, physiology, physics, geometry, and biology and relating them to human movement. An understanding of biomechanics, kinetics, osteo and arthrokineamatics is essential to the practice of physical therapy. This course will also serve as a further review of musculoskeletal function. This course will prepare students to understand joint structure and muscle function and aid them in treating disorders of mobility and stability. Body structures previously studied in anatomy and physiology will be further examined as they apply to movement and posture, especially gait. Each major joint of the musculoskeletal system as well as major body systems will be reviewed. Students will enhance their palpatory and observation skills in laboratory practice to prepare for patient assessment and treatment. All course information will be related to the application of clinical practice as a Physical Therapist Assistant. (1.2)
Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 231 Physical Therapist Assisting III (5)  (3, 4)
Prerequisite: Grade of C or better in PTA 125; concurrent enrollment in PTA 232
This course further develops and refines patient care skills acquired in PTA 120 and PTA 122 with additional emphasis on fundamental orthopedic management and the musculoskeletal system. Participants will become familiar with orthopedic surgeries and injuries commonly seen in physical
therapy and associated interventions and data collection techniques. Specialized topics include wound care, burns, and considerations for specific and varied patient populations including orthopedics, sports injury, geriatrics, joint replacement, uncomplicated pregnancy and post-partum status. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 232 Clinical Practicum II (5)  
Prerequisite: Concurrent enrollment in PTA 231

This clinical experience provides an opportunity to apply skills acquired in PTA 120, 122, 123, 125 and concurrent PTA 231 in a clinical setting under direct supervision of a clinical instructor. This second of three affiliations meets three eight-hour days per week for 10 weeks (total of 240 hours). The affiliation will try to be varied from the previous clinical experience and may be in one of the following settings: acute care, out-patient, rehabilitation, pediatrics, skilled nursing facility, neuro or orthopedic setting. Completion of an oral presentation, including educational supplemental materials, to the clinical staff members on a topic approved by the Academic Coordinator of Clinical Education (ACCE) and Clinical Instructor (CI) is required. Emphasis on utilizing the knowledge gained in current and previous PTA courses with safe demonstration of skills in the clinical setting. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 241 Physical Therapist Assisting IV (5)  
Prerequisite: Grade of C or better in PTA 231 and PTA 232 and concurrent enrollment in PTA 242

This course includes the theory and practice of skills needed in clinical practice as a PTA in treating patients with diabetic complications, amputation & prosthetic, neurological deficits due to disease or trauma, common pediatric disorders, cardiac and pulmonary conditions. Other topics of study will include the psychosocial issues related to rehabilitation, environmental barriers and adaptive modifications, prescription wheelchair seating systems, a study of normal and abnormal development, neurotherapeutic rehabilitation techniques, and the effects of aging on functional movement across the lifespan. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 242 Clinical Practicum III (5)  
Prerequisite: Concurrent enrollment in PTA 241

Supervised clinical practice in a physical therapy department, or facility. Students will have the opportunity and be expected to apply skills learned in prior PTA courses, skills concurrently taught in PTA 241, and skills learned in all previous clinical education experiences. (1.2)

Proficiency Credit: Not Available
Pass/No Credit: Not Available

PTA 250 Physical Therapist Assistant Seminar (2)  
Prerequisite: Concurrent enrollment in PTA 241 and PTA 242
Course explores current issues in Physical Therapy, including career options, professional organizations and governmental regulations, and the role of the physical therapist assistant as an integral member of the health care team is discussed. Students prepare for the physical therapist assistant licensing exam. (1.2)
Proficiency Credit: Not Available
Pass/No Credit Not: Available
Program Textbooks:
May Change—check with ECC BOOKSTORE for Books required per course.

It is strongly advised that all the required textbooks, for each course, be purchased at the appropriate time for that course along with consideration for any recommended resources. Course textbooks are very carefully selected to assist students in learning course material, and are to be utilized as a reference during subsequent courses and clinical rotations. Many of the textbooks will provide long-term reference sources as you begin your career in physical therapy. Textbooks selected for each course are carefully evaluated for relevancy and considered current to the practice of physical therapy. Newer versions are usually adopted in order to provide the most up to date information for learning. The ECC Bookstore will have the list of required and recommended textbooks available prior to each semester. Spring semester books not confirmed---only fall 2016 semester textbooks confirmed.

Textbook List and Supply Items

*Textbooks may change on a semester/course basis at the decision of the PTA Program faculty.

<table>
<thead>
<tr>
<th>Course</th>
<th>Publisher</th>
<th>Author</th>
<th>Title</th>
<th>Required or Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 110</td>
<td>Slack Inc.</td>
<td>Bryan</td>
<td>The Comprehensive Manual of Therapeutic Exercises: Orthopedic and General Conditions</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>Slack Incorporated</td>
<td>Davis &amp; Musolino</td>
<td>Patient Practitioner Interaction—6th edition</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Manual stethoscope &amp; sphygmomanometer</td>
<td>Required</td>
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<td></td>
<td></td>
<td></td>
<td>Gait belt</td>
<td>Required</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Retractable fiberglass tape measure</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plastic 12” goniometer</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch with second hand</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>Elsevier</td>
<td>Thompson</td>
<td>Netter’s Concise Atlas of Orthopedic Anatomy</td>
<td>Recommend</td>
</tr>
<tr>
<td></td>
<td>Saunders</td>
<td>Netter</td>
<td>Atlas of Human Anatomy</td>
<td>Recommend</td>
</tr>
<tr>
<td>PTA 112</td>
<td>Elsevier</td>
<td>Shiland</td>
<td>Mastering Healthcare Terminology 6th edition</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>Slack</td>
<td>Erickson &amp; McKnight</td>
<td>Documentation Basics for the PTA</td>
<td>Required</td>
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<tr>
<td>PTA 114</td>
<td>Elsevier</td>
<td>Goodman &amp; Fuller</td>
<td>Pathology for the PTA 2nd edition</td>
<td>Required</td>
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<tr>
<td>PTA 122</td>
<td>Saunders</td>
<td>Cameron</td>
<td>Physical Agents in Rehabilitation</td>
<td>Required</td>
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<tr>
<td></td>
<td>Davis</td>
<td>Norkin &amp; White</td>
<td>Measurement of Joint Motion</td>
<td>Required</td>
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<tr>
<td></td>
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<td></td>
<td>Goniometer 12” (from fall semester)</td>
<td>Required</td>
</tr>
<tr>
<td>PTA 123</td>
<td>Davis</td>
<td>Roy, Wolf, Scalzitti</td>
<td>Rehabilitation Specialist Handbook</td>
<td>Required</td>
</tr>
<tr>
<td>Course</td>
<td>Publisher</td>
<td>Author</td>
<td>Title</td>
<td>Required or Recommended</td>
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<tr>
<td></td>
<td>Merck</td>
<td>Merck</td>
<td>Merck Manual of Diagnosis &amp; Therapy</td>
<td>Optional</td>
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<tr>
<td></td>
<td>Mosby</td>
<td>Mosby</td>
<td>Mosby’s Dictionary of Medicine, Nursing and Health Professions</td>
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<tr>
<td>PTA 125</td>
<td>Davis</td>
<td>Lippert</td>
<td>Clinical Kinesiology and Anatomy</td>
<td>Required</td>
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<td></td>
<td>Davis</td>
<td>Lippert</td>
<td>Laboratory Manual for Clinical Kinesiology</td>
<td>Required</td>
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<tr>
<td>PTA 231</td>
<td>Lippincott</td>
<td>Kendall</td>
<td>Muscles: Testing and Function (W/CD)</td>
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<td>Davis</td>
<td>Kisner</td>
<td>Therapeutic Exercise</td>
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<td>Slack</td>
<td>Konin</td>
<td>Special Tests for Orthopedic Examination</td>
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<td>Davis</td>
<td>O’Sullivan</td>
<td>Physical Rehabilitation</td>
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<td></td>
<td>Elsevier</td>
<td>Shankman</td>
<td>Fundamental Orthopedic Management</td>
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<tr>
<td>PTA 232</td>
<td>Davis</td>
<td>Roy, Wolf, Scalzitti</td>
<td>Rehabilitation Specialist Handbook (from PTA 123)</td>
<td>Required</td>
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<tr>
<td>PTA 241</td>
<td>Saunders</td>
<td>Martin</td>
<td>Neurologic Interventions for Physical Therapy</td>
<td>Required</td>
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<tr>
<td></td>
<td>Davis</td>
<td>O’Sullivan</td>
<td>Physical Rehabilitation</td>
<td>Required</td>
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<tr>
<td>PTA 242</td>
<td>Davis</td>
<td>Roy, Wolf, Scalzitti</td>
<td>Rehabilitation Specialist Handbook (from PTA 232)</td>
<td>Required</td>
</tr>
<tr>
<td>PTA 250</td>
<td>Giles</td>
<td>Giles</td>
<td>PTA Exam: The Complete Study Guide</td>
<td>Required</td>
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## Estimated Program Expenses (2019-2020)

<table>
<thead>
<tr>
<th>Items</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Totals</th>
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<td><strong>Preadmission expenses</strong></td>
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<tr>
<td>• PSB HOA Testing fee</td>
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<td><strong>Preadmission subtotal</strong></td>
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<tr>
<td><strong>After Accepted into PTA Program expenses (all must be completed prior to beginning 1st fall semester)</strong></td>
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<tr>
<td>Open your individual account at CastleBranch **</td>
<td>$117.50</td>
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<tr>
<td>CPR Training (approximate cost)</td>
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<td>Physical Exam * (approximate cost)</td>
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<tr>
<td>Proof of negative titer from blood draw test *</td>
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<td>Blood draw fee</td>
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<td>Hepatitis B titer</td>
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<tr>
<td>Flu Shot (do not get too early—in fall)</td>
<td>$40</td>
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<tr>
<td>Tdap (tetanus, diphtheria, pertussis)</td>
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<td>TB-2 step skin test and readings (total)</td>
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<td>TB Skin Test ($35 each)</td>
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<td>TB read of test ($6 each time)</td>
<td>$12</td>
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<tr>
<td><strong>Quantiferon Gold (blood draw TB test option instead of skin test)</strong></td>
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<tr>
<td>Varicella vaccine (if not immune per titer)</td>
<td>$192</td>
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<tr>
<td>MMR vaccine (if not immune per titer)</td>
<td>$127</td>
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<td>Hepatitis B vaccine $95.00 each (series of 3 injections)</td>
<td>$285</td>
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<td>Background check</td>
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<tr>
<td>Drug test (10 panel)</td>
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<tr>
<td><strong>Admission subtotal (estimated cost without vaccinations)</strong></td>
<td>$706.50</td>
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<tr>
<td><strong>Program Expenses</strong></td>
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<td>Enrollment Fee:</td>
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<td>$18</td>
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<td>2nd year (per semester)</td>
<td>$6</td>
<td>$6</td>
<td>$6</td>
<td>$18</td>
</tr>
<tr>
<td>Tuition based on &quot;in District&quot; residence—PTA courses only. Does NOT include general education requirements. See College Catalog for out of district rate/credit hour. (in district = $132/credit hour)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>$1,056</td>
<td>$1,320</td>
<td>$528</td>
<td>$2,904</td>
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<tr>
<td>2nd year</td>
<td>$1,320</td>
<td>$1,584</td>
<td></td>
<td>$2,904</td>
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<tr>
<td>PTA course Lab Fees (does NOT include general education required courses)</td>
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<td>1st year</td>
<td>$298</td>
<td>$168</td>
<td>33</td>
<td>$499</td>
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<tr>
<td>2nd year</td>
<td>$283</td>
<td>$193</td>
<td></td>
<td>$476</td>
</tr>
<tr>
<td>Medical (prior to beginning 2nd year of program fall semester)</td>
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<td></td>
</tr>
<tr>
<td>Annual physical</td>
<td>$60</td>
<td>$60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual TB, 2 step ($35 each test and $6 each reading)</td>
<td>$82</td>
<td>$82</td>
<td></td>
<td></td>
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<tr>
<td>Annual 10 panel Drug test</td>
<td>$35</td>
<td>$35</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>$40</td>
<td>$40</td>
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Elgin Community College

Physical Therapist Assistant Program

<table>
<thead>
<tr>
<th>Items</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Annual flu shot</td>
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<tr>
<td>Textbooks (prices are approximate and are subject to change without notice). Does NOT include general education textbooks</td>
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<tr>
<td>1st year</td>
<td>~$399</td>
<td>~$370.63</td>
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<tr>
<td>2nd year</td>
<td>~$343.80</td>
<td>~$312</td>
<td></td>
<td>~$655.80</td>
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<td>Supplies (approximate)</td>
<td>$70</td>
<td>$5.00</td>
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<td>Uniforms(approx.) (3 sets of pants, tops, 1 pair shoes)</td>
<td>$97</td>
<td>$165</td>
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<td>$262</td>
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<td><strong>Subtotal of Program Expenses</strong></td>
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<td></td>
<td><strong>8,922.35</strong></td>
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<tr>
<td>PTA Licensure examination fees—2nd yr</td>
<td>$700</td>
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<td></td>
<td>$700</td>
</tr>
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| Total estimate (including preadmission/admission expenses—not including licensure fees) | $9,648.85 |

*2019 Prices from Physicians Immediate Care located in Elgin, IL.
** CastleBranch manages all medical requirements and the student will always have access to their information during the program and in the future for employment. This is a one-time fee. If there is required a second special more in-depth background check because of the clinical site requirements, there may be an additional small fee.

- Student is responsible for transportation between clinical sites and ECC campus activities and all expenses associated with this travel.
- This estimated expense form does not include the cost of purchasing a health insurance policy. The student is required to maintain health insurance throughout the 2-year PTA program.
- Additional miscellaneous expenses such as out of town seminars or other physical therapy related events are part of the student’s professional development and will be encountered during the program. An attempt is made to inform the student in advance so this will not be burdensome.
- The cost of professional liability insurance is not included (if needed).
- Some clinical organizations require additional background checks, TB testing, and/or physicals---the student needs to be aware that their assigned clinical location/organization may require additional medical/safety testing/items and it is the responsibility of the student to comply and meet the requirement or be unable to attend the rotation and therefore risk being unable to continue in the program and dismissed from the program.
- Once the NPTE (National Physical Therapy Examination) for the PTA has been successfully passed, it will cost $100.00 to receive license. License is required in order to practice as a PTA.
- Above financial figures are an estimate and subject to change at any time.

**Uniforms (Clinical Dress Code and Hygiene)**

Uniforms must be ordered and purchased through the ECC Bookstore office to ensure the correct color, style and stitching to identify the student as an ECC Physical Therapist Assistant student.
Planning ahead is needed because from the time the order is paid for and placed until it arrives in the ECC bookstore requires 3 weeks. The items must be paid for in advance in order to have the item ordered. Samples may be available in the bookstore for sizing.

Uniform order dates are provided by the Bookstore. Ordering and payment occurs in the ECC Bookstore. Items are ordered in volume to maximize pricing discounts and specific dates are set to further reduce student costs for the embroidering of uniforms. The PTA Program colors are black tops and khaki or black pants (depends on clinical site preference).

The program is attempting to meet the dress code requirements of the majority of clinical sites. Some locations prefer a black scrub top with khaki colored dress pants and some locations prefer a black polo top with khaki colored dress pants. Therefore, the student is advised to purchase one black top, either scrub style or polo style the first semester of the program. Wearing a PTA uniform is required for all lab examinations throughout the program. Then the second semester the first clinical experience occurs so the student is advised to purchase a second black ECC uniform top of the other style. (so if purchase a scrub top the first semester, purchase a polo top as the second top). This way, the student will have one of each style and should be able to meet the dress code requirements of the assigned clinical location. Some clinical sites may require black pants. Clinical sites are informed in advance of the dress code requirement for the PTA program; however, the student may still need to adjust to meet the specific clinical site dress code as best able. For example, a student may have to purchase navy blue scrubs because that is the dress code for that clinical site and that is what they want the student to wear. The student must comply with that clinical site’s specific dress code in order to be allowed to attend.

An ECC Picture ID name badge must be worn at all clinical experiences and during lab examination testing. The ID name badge is considered part of the ECC PTA uniform. Each student will receive one ECC picture ID badge free of charge from the Student Services Department. The student is responsible for having the picture taken and securing the ID name badge. The ECC Bookstore sells ID name badge holders at a low price with several options from which the student can select.
RESOURCES AND ACADEMIC SERVICES
Renner Learning Resources Center (Library)

ECC’s library maintains reference books, periodicals and audio-visual materials related to physical therapy, and are available for student use. The hours of library operation are posted on the website at. [https://elgin.edu/life-at-ecc/library/](https://elgin.edu/life-at-ecc/library/)

The library is closed Fridays and Saturdays from June through August. The ECC Student Picture ID is also your library card and is required for library services. The PTA Program maintains a reference library in the PTA classroom and in the faculty’s offices which is available to student usage.

Computer Resources

Students have access to computers located at various computer labs throughout the campus. Building A has a first floor computer lab in A 119 which is the closest computer lab to the PTA classroom. The Tutoring Center, located on the second floor of the library, also offers basic computer learning assistance including tutorials which are also available online.

All the PTA program courses are “enhanced” which means that all of the courses in the PTA program utilize the Desire 2 Learn (D2L) platform. All PTA students will need access to a computer to effectively participate in the PTA courses and program.

All ECC students are provided with a free ECC student g-mail account which is utilized during the 2-year program for all email communication with program faculty/instructors.

Copy Services

Students who wish to make copies of printed materials while on campus should purchase a copy card. A copy card is purchased in the copy room located in the library. The cost of a copy card is $1.00 and that gives $.80 towards copies (10 cents per page). Once the student has a copy card, money can be added to the card in the copy room at the library as needed. The copy card can be used at any copy machine on campus that has a special adapter to accept the copy card. A copy machine is available for student use in building A on the first floor near the faculty offices in area A 153.02.

Students can print copies at the “First Stop” location. Students are permitted to print 15 sheets of paper per day free at the First Stop location.

Tutoring/Remedial Instruction

Tutoring can be arranged at the Learning Center located on the second floor of the library (Building C 230) by calling (847) 214-7256; at [https://elgin.edu/life-at-ecc/tutoring/](https://elgin.edu/life-at-ecc/tutoring/). Hours of operation are posted on the website. There are a variety of subjects with tutoring available. Tutoring information is also available in the College Catalog [https://elgin.edu/academics/catalog-classes/catalogs/](https://elgin.edu/academics/catalog-classes/catalogs/).

Walk-in tutoring is free to ECC students.
Tutoring and remedial instruction in the PTA Program is available to all PTA students on an individual basis, as needed, by requesting assistance of the program faculty/instructors. Faculty/instructors may initiate remedial instruction when deemed to be in the best interest of the student.

**Retention (Retention Policy)**

The Health Professions Division has a dedicated retention specialist, Natalie Leisering. The retention specialist is available to help students overcome barriers that might hinder completion of the program. She provides free individual supportive services in developing time management skills, note taking skills and test taking skills. The retention specialist can make community referrals as well as coordinating personal, academic, financial, and career related assistance. Natalie’s office is located in B120.19 and her phone number is (847) 214-7419 and her email is nleisering@elgin.edu

The PTA students are personally introduced to the health profession retention specialist during the Orientation to Success session in August and provided with her contact information. Any PTA student may contact the retention specialist seeking assistance any time. PTA Program faculty/instructors may also initiate contact for a student and/or refer a student to the retention specialist if they deem it is in the best interest of the student. **HINT: here is a Health-Professions-Time-Management-Hint: an average 3 credit hour course = 9 hours/week of student outside class time to study and prepare/learn.**

**Advising and Wellness Services**

The Academic Advising and Career Development Services in building B 120 at (847) 214-7390 provides advising and counseling services for all ECC students. Advisors are available to assist with transfer information, academic advising, educational success, career counseling and initial personal/social counseling. Refer to the online College Catalog at elgin.edu/catalog or for additional information [https://elgin.edu/life-at-ecc/academic-transfer-advising/](https://elgin.edu/life-at-ecc/academic-transfer-advising/)

There are two Wellness Professionals available to assist students on an individual private bases regarding personal issues impacting academics. The student may contact a Wellness Professional directly or a referral by faculty/instructor can be made/advised. [https://elgin.edu/life-at-ecc/wellness-services/](https://elgin.edu/life-at-ecc/wellness-services/)

In addition, the ECC Health Professions Retention Program is an academic support program that provides:

- Individual meetings with students focusing on mentoring, ongoing needs assessment, academic and personal support, and identification of appropriate institutional and community referrals and resources.
- Workshops focusing on time management, study skills, test-taking skills, and stress management.
- Collaboration with instructors to assess the student’s academic performance, including test scores, midterm grades and class grades.
• Semiannual newsletters highlighting study strategies, departmental information, upcoming events/activities and student accomplishments.

PTA Program faculty may schedule a private conference with students if and when deemed necessary. PTA Program faculty meets with each student individually each semester (PTA Advising Sessions) to discuss progress, goals and outcomes. Students may seek assistance from any of the faculty/instructors as needed.

Career Planning and Graduate Placement

Career planning information is provided to the PTA student throughout the 2-year program and begins in the first semester so the student is aware of options and opportunities. Information is discussed in the classroom and individually.

Information regarding application to other educational programs associated with ECC is available at www.elgin.edu. A copy of the AMA Health Professions Education Directory is maintained in the college library and is available for student use. The student may also seek information at www.apta.org

Besides during classroom sessions, students are advised of educational and employment planning options during clinical preparation and clinical discussions, and individually during PTA Advising Sessions. Students are encouraged to request letters of reference from instructors, clinical supervisors and other professionals encountered during clinical experiences in preparation of their future career.

During the PTA 250 Seminar course, the 5th semester students are instructed in resume writing and interview skills. Students must prepare a resume as part of the course requirements for PTA 250.

Employment opportunities are posted in the college Career’s center, in the PTA classroom and shared to all PTA students via email.

Official copies of any transcripts requested will be forwarded by the Records Department of ECC upon receipt of a written request to the records department from the student.

Financial Aid/Scholarships

All applicants are strongly encouraged to visit the financial Aid department and investigate financial aid and scholarship opportunities. Financial Aide information is provided during the PTA Information Sessions, during the first Orientation meeting, again at the Orientation for Success meeting, and the first week of classes. Information is posted in the classroom and information available in the student’s file cabinet in the classroom. The ECC website offers online information at https://elgin.edu/pay-for-college/financial-aid/

The online information includes how to apply for financial aid, grants, scholarships, loan information, student employment programs and more.

ECC federal school code: 001675
Health Insurance (Professional Liability Insurance Policy; Health Tests, Vaccinations, and Insurance Policy)

Students enrolled in the Physical Therapist Assistant Program are provided student medical malpractice (liability) insurance during clinical experiences by the college. It is mandatory that students maintain adequate health insurance during enrollment for this malpractice insurance to be valid. Student’s medical insurance coverage serves as the primary coverage for any injuries that may occur on the ECC campus or on site at any of the clinical affiliates. The student must submit appropriate health insurance information to their CastleBranch account and CastleBranch monitors for compliance. The student must maintain medical insurance throughout the 2 year/5-semester program.

Health Services (Public Safety Policy)

At this time there are no health services available on the ECC Campus. In case of injury while on the ECC campus, please review the information on Emergency Response in the college catalog or at: https://elgin.edu/about-ecc/college-administration/college-procedures/emergency-procedures-policy/

Never administer first aid beyond your knowledge. Report illness/injury immediately, including the location of the person and what appears to be wrong to the ECC police at (847)214-7777. The number is posted in every classroom near the phone.

Campus Safety and Emergency Procedures

At the start of each fall semester (sophomores) or during orientation sessions (freshman), safety and emergency procedures are reviewed with students.

These procedures include:
1. Exit routes
2. Review of fire and tornado drills
3. Location of fire extinguishers

Questions About a Class

If you have questions or problems with coursework, you are encouraged to ask the instructor of that course for assistance immediately. Do not be afraid to ask for help. The PTA Program faculty/instructors are available to assist students individually as well as in the classroom. Office hours are available and posted on the instructor’s door and in the PTA classroom, and documented on the course syllabus.

Concerns

Please discuss any concerns with the faculty/instructor that is involved. However, always feel free to discuss any issues with the PTA Program Director.

If you have concerns that are not being addressed, please contact Dr. Wendy Miller, Interim Program Director of the Physical Therapist Assistant Program at (847) 214-7308 or email wmiller@elgin.edu
If the same concern persists after contacting the instructor, and then the Program Director, the next step would be to contact Dr. Wendy Miller, the Dean of Health Professions, Math, Science & Engineering at (847) 214-7308 or email at wmill@elgin.edu. (Office location A 106.2)

If there are any concerns or complaints about the Program Director/ACCE, please contact the Dean of Health Professions, Dr. Wendy Miller directly (contact information above).

See the College Catalog for additional information regarding Resources and Services available to Elgin Community College students or visit www.elgin.edu
PTA PROGRAM POLICIES and PROCEDURES
Professionalism and Integrity (Student Code of Conduct Policy)

Appropriate professional behaviors are expected of all members of the learning community. Experience shows that behaviors demonstrated in the classroom do carry over into clinical practice. Violations of the Student Code of Conduct include (but are not limited to) cheating, plagiarism, falsifying documents or providing false information which may result in disciplinary sanctions as described in ECC’s College Catalog or at https://elgin.edu/about-ecc/college-administration/college-procedures/

Professional behaviors as well as academic and professional honesty are expected and required at all times. PTA students shall adhere to the APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant. PTA students shall also adhere to the Health Insurance Portability and Accountability Act (HIPPA) with regards to patient/client health information records. http://www.hhs.gov/ocr/hipaa/

Patient confidentiality must be observed at all times.

The purpose of this policy is to assist the student in recognizing areas which may be a problem and take corrective action. These are basic skills of a competent graduate.

Basic Professional Behaviors Identified

1. Demonstration of Dependability
   a. Arrives for class, lab and clinical prepared to start on time
   b. Leaves class or lab at stated time or when dismissed
   c. Schedules and keeps appointments
   d. Contacts instructor in advance of scheduled activity when unable to attend

2. Time management
   a. Completes and turns in assignments on time
   b. Actively involved in group work and sharing—scheduling, attending, participating
   c. Takes full advantage of time available by staying on task
   d. Initiates study and review activities with peers and instructors

3. Communication is respectful
   a. Initiates communication at appropriate time and place
   b. Responds with appropriate verbal and nonverbal behaviors
   c. Takes complaint or feedback directly to person involved or to instructor or counselor when necessary

4. Demonstrates professional demeanor
   a. Receives feedback graciously
   b. Maintains calm tone in conversation; avoids offensive statements
   c. Dresses appropriately
   d. Uses correct terminology and expression in communication
   e. Demonstrates appropriate eye contact

5. Establishes professional relationships and rapport
   a. Establishes trust in relationships
   b. Shares fully with project partner(s) in completing assignments
   c. Respects personal differences of others
6. Accepts responsibility  
   a. Recognizes need for self-assessment and feedback and actively seeks feedback  
   b. Demonstrates improvement based on self-assessment or feedback  
   c. Maintains open communication with individual offering feedback  

7. Develops action plan  
   • States components of problem clearly  
   • Identifies potential resources  
   • Analyses potential solutions  
   • Determines best options for solutions  
   • Implements plan of action  

Professional Development (Student Professional Development Policy)  

Students are expected to adopt professional behaviors during their academic preparation. Participation in professional development activities while in the PTA Program is encouraged and recommended.  

Students are encouraged to become active student members of the American Physical Therapy Association (APTA), the national professional organization representing more than 66,000 members with a goal to foster advancements in physical therapy practice, research and education. Applications are available at www.apta.org and in the PTA classroom. Student membership is available at a considerable discount.  

Students are encouraged to attend Illinois Physical Therapy Association (IPTA) district and state meetings. The PTA Program attempts to host one Northern Illinois District meeting every year on the ECC Campus to assist in student attendance and foster networking. Student Conclave meetings are also encouraged. PTA students are encouraged to join and participate in various clubs that may be of interest on campus. Second year students are encouraged to mentor and help support first year students. Participation in other activities such as Relay for Life, Cancer walks, MS walks, etc are encouraged and information will be shared and supported. Students are encouraged to support and participate in community wellness events and activities. Students will be encouraged to participate in all college activities which promote the PTA program.  

Attendance Policy (PTA Grading Policy)  

Students are required to be familiar with, and comply with all policies and procedures of Elgin Community College, the Physical Therapist Assistant Program, and its affiliating clinical sites. Failure to comply with these policies would make the student subject to Disciplinary Procedures as outlined in this PTA Student Handbook.  

Attendance records are part of the permanent student file. Attendance is an important consideration in both didactic and clinical course grades and this policy applies to both. We acknowledge that it is
the student’s right to decide whether to attend class, but the student should understand the following attendance policy information:

- Students are expected to attend all class sessions/meetings/lab sessions for the entire class time.
- Students must notify the instructor prior to any class/absence by email and must complete an absence form (available in the PTA classroom student file cabinet) and submit the form to the instructor. If this process is not followed the student will receive a ZERO for any course work missed or due.
- Three (3) absences from one course will result in lowering the letter grade by one full letter grade during the fall and spring semester sessions. Two (2) absences during the 10 week summer PTA 125 semester course will result in lowering the letter grade by one full letter grade. Additionally, there will be lowering of one complete grade per each additional absence. Therefore, 5 absences during a fall or spring semester may result in program dismissal or 4 absences during the 10 week summer (third semester) may result in program dismissal.
- If a student is in danger of failing the course due to absences for extraordinary circumstances or emergency situations, they are encouraged to discuss the situation with the instructor as early as possible. In the event of extreme circumstances, Academic Withdrawals may be granted by the Dean of Student Services & Development, Dr. Gregory Robinson. Students must follow the process of application for academic withdrawal as described in the College Catalog.
- The absent student is responsible for all class work missed and must complete all make-up assignments within the due date at the discretion of the instructor.
- Instructors will not repeat missed material.
- Attendance is taken into consideration regarding recommendations for scholarship and employment.
- Absences may also jeopardize financial aid standing.

**NOTE:** Tardiness of 15 minutes or more for a didactic/lab class session is considered an absence.

- Instructors may include attendance as a portion of the academic course grade.
- All absences, except jury duty and funerals, will be judged the same --- all absences will result in the same action. (see above)

**Jury Duty and Funeral Leave**
- Funeral leave is for members of the immediate family. Immediate family is considered to be a spouse, children, mother, father, brother, sister, grandparents, or in-laws.
- Documentation must be provided for jury duty and for funeral leave.

**Emergency Leave**
- In case of emergency or special circumstances, a student may have up to three days of leave.
  The student must submit a written request to the program faculty.
• The student must make up all missed clinical time and/or class assignments, exams and projects. The student is responsible for contacting the faculty, and getting, learning and understanding the missed information as the instructor will not re-present the material.

Clinical Attendance Policy (PTA Grading Policy)

For Clinical absences: the student must place TWO (2) phone calls when he/she is absent:

1. Call number one (1) is to the CI at the assigned clinical site as soon as aware of an absentee situation. Speak with someone at clinical site or leave a voice message intended for CI.
2. Call number two (2) is to the ACCE at the college prior to the scheduled clinical start time. Either speak to the ACCE, text the ACCE, (ACCE provides personal cell phone number to all students during clinical experiences) or leave a voice message (847) 214-7289.
3. The student must call in on each successive day absent.
4. The student must make-up all missed clinical time hour for hour. The student must coordinate any make-up time with the CI and notify the ACCE. Make-up hours may include later daytime or weekend hours depending on the CI and clinical site.
5. Repeat instances of clinical absences which are deemed unprofessional will result in not only grade reduction, but may be subject to disciplinary action, up to and including, dismissal from the program. For example: Missing clinical hours due to an interview is considered unprofessional behavior.
6. Arriving late to a clinical without prior notification to the CI and ACCE of tardiness is considered unprofessional behavior. The CI has the right to tell the student not to attend clinical that day which would be an unexcused absence with time needing to be made up. Repeat tardiness may result in removal from the clinic per the CI/ACCE which will result in dismissal from the program.

Grading Policies and Procedures (PTA Grading Policy; Standards of Academic Progress Policy)

Academic Standards

Due to the nature of study in physical therapist assisting, some of the academic guidelines are stricter than other programs.

• Classes are not to be missed without prior notification and/or approval of the instructor. This includes all PTA classes as well as clinical assignments. In the event of an absence, it is the responsibility of the student to call the instructor prior to the expected time for reporting to class or clinical assignment.
• If a test is missed, it must be made up as instructed in Make-up Examinations/Tests/Quizzes/Lab Exams Policy Statement. Being allowed to make-up a scheduled test is a privilege that may be withdrawn if the privilege is abused.

• Tests will always be announced; however, pop quizzes may be unannounced. Any student missing an unannounced quiz may not be allowed to make it up and will receive a grade of 0.

• Please refer to the Attendance Policy in this handbook for information related to days or classes missed. Any missed clinical time must be made up hour-for-hour at the discretion of the Clinical Instructor. It is the student’s responsibility to get the notes and material missed from a classmate.

• All homework and reading assignments are listed in the course syllabus. It is the student’s responsibility to refer to these syllabi for these assignments.

• If “extra help” is needed with a PTA course, the student should approach the instructor prior to the day of a test. Waiting until the night before a test to study is not a good idea. Each instructor has office hours posted on the office door, in the PTA classroom and on the course syllabus. Students can refer to the schedule to determine availability of the instructor during designated office hours.

• Limited “demonstration” of skills will occur in the classroom and lab sessions. Students are expected to use the conceptual information, read and follow instructions, problem solve and critically think as would be required in the clinical setting. Demonstration of techniques are used when safety is paramount. Experiential learning results in a better content retention as well as a more competent clinician.

**Standard Grading Policy (Student Grades Policy; PTA Grading Policy)**

PTA students of ECC will adhere to all ECC’s grading policies and procedures as described in the ECC College Catalog at [https://elgin.edu/academics/catalog-classes/catalogs/](https://elgin.edu/academics/catalog-classes/catalogs/) or at [https://elgin.edu/about-ecc/college-administration/college-procedures/](https://elgin.edu/about-ecc/college-administration/college-procedures/)

In addition, PTA students will adhere to all academic standards specific to the PTA Program. These standards have been adopted to assure both safe clinical practice and success on licensure examinations. Every attempt to assist the student with academic success will occur.

1. Students must achieve a minimum of a C in all courses required in the PTA curriculum, including general education courses.

2. Students who fail to achieve a C in any course that is required in the curriculum must see the Program Director to determine how that grade affects the student’s ability to proceed/progress in the program.

3. A minimum of 75% must be achieved in all PTA courses to remain in the program. Students receiving less than 75% in any PTA course, including clinical practicums, will receive a failing grade for the course and will not be able to progress in the program.

4. All general education course work must be successfully completed by the semester listed in the curriculum. It can be completed earlier, but not later.
5. All PTA courses must be successfully completed in the order they appear in the curriculum as
the information depth and breadth increases as the program progresses.

6. The PTA program faculty/instructors reserve the right to deduct classroom points and/or lower
the academic grade based on demonstration of unprofessional behaviors in classes, labs and
course related activities. Behaviors include but are not limited to: lack of attention, sleeping,
inappropriate dress/clothes, use of cell phones, inappropriate use of any electronic device,
inappropriate and/or disruptive behaviors, etc. Electronic devices may only be used in the
classroom with instructor permission.

7. Students taking general education course work concurrently with PTA courses who fail to
achieve a grade of C or better in a general education course will be unable to progress in the
PTA Program unless they can successfully complete the required course before that course
appears in the curriculum.

PTA Grading Scale:  
A = 92-100%
B = 83-91%
C = 75-82%
F = <75%

Course grades are determined by a compilation of scores from written tests, practical exams, projects,
and assessment of professional abilities. Students are graded according to their ability to meet
objectives. Each course has specific objectives. These objectives are based on required course work
competencies and content required by CAPTE, to provide for student attainment of the entry level
competencies for the physical therapist assistant. Students are required to meet the objectives in
theory, skill and clinical course work. Students who meet grading standards can continue to make
progress/proceed in the program.

Physical Therapist Assistant Professional Behaviors Policy

The behavior of the student in the classroom/lab as well as the clinical environment is a
representation/display of his/her professional behaviors. Professional and ethical behaviors are
expected at all times throughout the program. This includes respect of faculty/instructors, fellow
classmates, and clinical instructors. Completing homework assignments as instructed timely is a
reflection of professional behavior. Talking back to a faculty/instructor or belittling a faculty/instructor
will not be tolerated. A PTA will always need to be taking direction/supervision from a PT and if unable
to display those appropriate respectful behaviors as a student does not meet the
behaviors/characteristics for a licensed physical therapist assistant. Disrespectful and/or
unprofessional behaviors displayed in the classroom/clinical environment places a student at risk for
immediate dismissal from the program. The student may be referred to the health professions
retention specialist one time for disrespectful/unprofessional behaviors and if no improvement noted
or recurrence of behaviors is noted, the student is at risk for dismissal from the program. Refer to the
Standards of Ethical Conduct for the PTA and Values Based Behaviors for the Physical Therapist
Assistant by the American Physical Therapy Association.

The program teaches the importance of professional behaviors/respectfulness and what that includes
during the first semester of the program. The student has access to all documents regarding
professionalism and code of conduct for the college (ECC Website, PTA Student Handbook, APTA
website and is a member of the APTA). A student cannot state they did not know nor understand the professional behavior concepts.

Professional dishonesty which includes any unethical or lack of respectfulness in the classroom/lab area as well as the clinical environment is a serious offense within the college community. Ethical agency is a standard of Elgin Community College’s Health Professions Division. Examples of dishonest/unethical/disrespectful behaviors includes but is not limited to:

- Unprofessional/negative/disrespectful/derogatory comments about or to faculty/instructors or clinical instructors
- Consistently demonstrating lack of completing assignments or attendance at required meetings without informing instructor/faculty member prior if a problem.
- Falsifying documentation
- Lying about performance or behavior displaced
- Failure to self-limit when incompetent to perform a task/skill
- Failure to follow procedures according to policy
- Failure to report patient care mistakes to a clinical instructor
- Covering up for the unsafe behavior or unethical/rude behavior of another student
- Practice as a PTA student when impaired by drugs or alcohol.
- Any violations of the HIPAA
- Any violations of the Patient Care Partnership (American Hospital Association, 2003)

### Student Advising Sessions

Students are expected to meet with their instructors at as needed for guidance and support related to coursework and professional/clinical development. Individual Advising sessions occur at least once a semester which allows discussion regarding student needs and support appropriate to that individual student’s success. Students should ask questions and seek assistance from faculty and utilize other ECC resources.

### Academic Course Grades

Each didactic course provides a course syllabus that outlines the methods of student evaluation and grading. Instructors may include any or all of the following in calculating and weighting the course grade: homework, assignments, quizzes, examinations/tests, final examinations, class participation, written papers, D2L activities and participation, professional behaviors, presentations, group projects, laboratory activities, skill competencies, practical lab examinations and attendance.

### Clinical Course Grades

The Clinical Education Plan and Policies section describes the clinical grading policy. The ACCE performs the grading for all the clinical courses with input from the clinical instructors of the attended clinical facility.

If a student fails a clinical course (which includes/results in being unable to progress in the program) due to safety concerns/issues and/or ethical/professional issues in the clinical setting, the student will
not be readmitted to the program. The failing grade is provided by the ACCE with feedback and input from the clinical instructor of the attended clinical facility and any and all documentation, email communication, telephone and in-person communications.

Ethical/Professional conduct:
- Standards of Ethical Conduct for the Physical Therapist Assistant: [www.apta.org](http://www.apta.org)
- Clarification on Principles and Standards regarding the Standards Practice for the Physical Therapist Assistant: [http://www.apta.org/Ethics/Core/Revisions/PrinciplesStandards/](http://www.apta.org/Ethics/Core/Revisions/PrinciplesStandards/)
- Values Based Behaviors for the Physical Therapist Assistant: [www.apta.org](http://www.apta.org) and Appendix of this Handbook
- Student Code of Conduct: ECC Administrative Procedure 4.402 located in Appendix and [www.elgin.edu](http://www.elgin.edu)
- ECC Health Professions Dismissal Policy located in Appendix of this handbook
- ECC Health Professions Division Statement on Safety located in Appendix of this handbook

**Make-up Examinations/Tests/Quizzes/Lab Exams Policy Statement**

*(PTA Grading Policy)*

No routine make-up examinations/test/quizzes/lab exam will be offered or given. If you are absent the day one is given, you will receive zero points UNLESS you have made prior arrangements with the course instructor.

- A make-up examination/test/quiz/lab exam may consist of a different format than the initial test format.

- This policy has been adopted in an attempt to be fair with all students—those who take an examination as scheduled and those who legitimately must miss an examination date. It pertains to all physical therapist assistant core courses.

- If you are absent, you must also complete the absence form according to the process describe above. The student will be expected to take the make-up exam on the first day of return to the college.

- Specific to PTA 125 summer 10-week course, retake/make-up must be completed prior to Thursday’s class that same week. So, for example, if absent/miss test/quiz on Monday June 10th, the makeup/retake must be completed before Thursday’s class that week, June 13th --- within 2 days or sooner.

- Patterns of repeated missed exams will not be tolerated as it interferes with timelines of grading and the integrity of the examinations. Therefore, students are allowed ONE make-up exam during the semester for credit.
Examinations/Tests/Quizzes Grading Policy Statement *(PTA Grading Policy)*

Students must achieve a minimum of 75% on all course work including on each written exam/quiz/test. Students scoring less than 75% on a test/quiz/exam/lab exam will be required to take a second written exam/quiz/test. No opportunity to improve the original grade is provided—the original grade earned on the FIRST attempt will stand. If the second score is again less than 75%, the student fails the course and will be unable to progress in the program. The second failure of the same test/quiz/exam shows that the content has not been learned and the student is unable to safely progress in the program.

The overall cumulative average of all written exams/tests/quizzes per individual course must be equal to or greater than 75% to successfully pass the course, and the cumulative average of all lab exams per individual course must be equal to or greater than 75% in order to successfully pass the individual course. Cumulative score of less than 75% for written examinations/tests/quizzes or a cumulative score of less than 75% for all lab exams will result in failure of the associated course and the student will be unable to progress in the program.

- The cumulative average of all written exams/tests/quizzes per individual course must be equal to or greater than 75%; cumulative average of all written exams less than 75% will result in failing of the course with a grade of F for the course, and unable to progress in the program.

- The cumulative average of all lab exams per individual course must be equal to or greater than 75%; cumulative average of all lab exams less than 75% will result in failing of the course with a grade of F for the course, and unable to progress in the program.

If there is a pattern of 3 or more failing of the first attempt and passing the second attempt cycles in one semester, spring or fall semester, for a written exam/test/quiz, the student’s progress will be evaluated to see if the student is qualified to continue in the program. If there is a pattern of 2 or more failing of the first attempt and passing the second attempt in the summer 10 week session, the student is at risk regarding continuation in the program and may be evaluated to see if the student is qualified to continue in the program. An evaluation of the student may include a comprehensive written exam to determine if the student has the knowledge to continue in the program. The student must understand that in order to maintain a passing average after a failing grade on a test or quiz, the student may have to achieve an A or B on subsequent tests or quizzes.

If there is a pattern of failing quizzes/tests/exams on the first attempt which continues in the subsequent semester PTA course/s, the student’s progress/behavior pattern will be reviewed and the student may not be able to progress in the program as this continued pattern demonstrates academic deficiency and/or behavioral issues regarding the seriousness of the courses and the impact in subsequent courses and clinicals. For example: if a student has demonstrated a pattern of failing tests/passing the remedial test in the fall semester (3 failures/passing remedial) and this failing and then passing the remedial continues in the subsequent spring semester, the program questions the dedication and seriousness of the student. In this specific situation with this pattern if the student fails 2 tests with passing the remedial they can continue but if they fail a third test in that same course in the subsequent (spring semester as in example), then the student will be dismissed from the program and unable to progress in the program. If as student does not meet the course criteria, skill criteria or clinical criteria, the student will receive a failing grade (F) when dismissed from the PTA Program.
If a student fails a course they will be unable to progress in the program which means unable to continue with any PTA courses. If a student fails in a PTA didactic course or PTA clinical course prior (because they did not meet the skill or clinical criteria or did not demonstrate ethical professional behaviors, the student will receive a failing grade of F) to the last withdrawal date for that course the student needs to follow the ECC College policies and procedures: https://elgin.edu/admissions/register-for-classes/withdrawal/

When a student is unable to continue in the program the student needs to follow ECC withdrawal policies.

If the student fails a course after the last withdrawal date for that course, they will receive a grade of F for that course which results in being unable to progress in the program. In this case, if past the withdrawal date for any of the PTA courses that semester, the student will follow the ECC withdrawal policies. With any course failure, the student is unable to progress in the program which means they will be unable to register for any future PTA courses at the conclusion of that specific semester. https://elgin.edu/admissions/register-for-classes/withdrawal/

**Skill Validation Policy** *(PTA Grading Policy)*

Throughout the PTA program, there will be specific skills that are required to be demonstrated to a lab instructor or skill validator. These skills meet minimal expectations of clinical performance and are a REQUIRED component of each didactic course. Students may have an opportunity to practice these skill competencies during scheduled supervised lab classes or during other supervised lab practice times, but students will need to plan time outside of regular scheduled class times to practice, and for the validation process. Students must successfully complete the skill competency/validation prior to the lab examination which will contain the skill. Skill validations/competencies are evaluated on a pass/fail basis utilizing a skill validation form which is provided for each skill required and is available in the courses’ 3 ring binder of skill validations located in the classroom.

If the student fails the first attempt of a skill validation, the student must participate in a remediation activity determined by the instructor/validator. The student must attempt the skill a second time on another day. Students will be expected to self-evaluate skill performance and participate in any action plan resulting from student and faculty collaboration.

If the student fails the 2nd attempt, the student will fail the course associated with the skill validation and will receive a grade of “F” for the course, and will not be permitted to progress in the program. The student is referred to the ECC withdrawal policies.

If a pattern of failure on the first attempt and passing the second attempt develops (3 or more fail/pass episodes in one semester), the student will fail the course associated with this repeat pattern and receive a grade of “F” for the course resulting in being unable to the program.

If at any time a student fails to demonstrate competency of a skill that was previously deemed successful in the lab or in the clinic, the competency is revoked, a referral for remediation is issued, and the student must demonstrate the skill with 100% accuracy in order to continue in the program. Failure to demonstrate competency will result in unsuccessful completion of the corresponding course resulting in a grade of “F” for that course. Failure of a course results in being unable to progress in the PTA program.
Lab Examination Policy Statement *(PTA Grading Policy)*

Students will not be permitted to take a lab examination without prior successful demonstration of skill validation. Practical laboratory examinations are evaluated utilizing established criterion and an accompanying rubric. The same rubric is used throughout the program for all lab examinations.

Students who do not take the practical laboratory exam at the scheduled time will automatically fail the exam unless the instructor is informed a minimum of 60 minutes before the scheduled time. Modifications to this policy may be considered in the event of EXTREME circumstances that are verifiable at the instructor’s discretion. The student will be required to make-up the exam, but will retain the failing grade and the makeup exam will be graded on a pass/fail basis. It is the student’s responsibility to notify the instructor of the absence. The student is responsible for making arrangements to take the make-up lab exam. Patterns of repeated missed lab examination will not be tolerated as it interferes with timelines of grading and the integrity of the examinations. Students are allowed ONE make-up lab exam during a semester. Make-up exams will include alternative scenarios.

A student who does not meet the lab examination criteria and fails a lab examination will be issued a remediation form, must remediate with either the course instructor or skill validator, and must retake the lab exam within one week. The 2nd attempt for the lab exam is graded on a pass/fail basis. No opportunity to improve the original grade is provided; the original grade on the first attempt will stand. The student must pass the lab exam on the second attempt to remain in the program. If the student fails on the second attempt, the student will fail the course no matter when during the semester this occurs. The student must understand that in order to maintain a passing average after a failing a lab examination, the student must achieve an A or B on the next lab examination.

The cumulative average of all lab exams per individual course must be equal to or greater than 75%; cumulative average of all lab exams less than 75% will result in failure of that course.

Successful completion of all lab examinations in all PTA courses is required to remain in the course and progress in the PTA Program. Failed lab examinations indicate an inadequate skill level.

Course Assignment Policy *(PTA Grading Policy)*

All assignments must be turned in on or before the due date for credit. Assignments may be delivered electronically by a designated method, which may include drop-box, email or in person as directed by the instructor.

All assignments are required. Not completing an assignment may not only impact the grade but may be reason for failure of that course. Assignments are specifically selected and chosen to enhance the learning and knowledge of the student. Therefore, completion of all assignments is extremely important and beneficial to the student for their success. Syllabi contain assignment specifics per course.

Assignments may be submitted on or before the due date for credit. Late assignments will **not** be accepted for a grade—-all late assignments earn a zero. Any late assignment must meet the minimal passing criteria (75% or better). All assignments must be successfully completed and submitted as a
requirement to pass the course. Missing assignments will result in a failing grade for the entire course as this behavior demonstrates lack of regard for deadlines and is deemed unprofessional behavior.

All written assignments and exams will be graded for communication effectiveness. This includes spelling accuracy and grammar. Refer to the Write Place at ECC for assistance.

**Classroom Lab Policies**

**Laboratory Skills Practice and Consent to Participate**

Respectfulness of individual rights and privacy is extremely important and prepares the student for working with patients. APTA Standards of Ethical Conduct, ECC’s Student Code of Conduct and professional behaviors are expected to be adhered to at all times.

A consent form will be provided at the beginning of each semester for the student to review and sign providing informed consent. The signed consent form will be maintained in the Program Director’s office with the student’s file.

Full participation is required in order to maximize the learning benefits of the skills practice. PTA students learn skills in the lab sessions by practicing on lab partners in preparation for performance on a patient/client. By participating in lab classes, the student is consenting to practice skills on lab partners and in turn consenting to act as a lab partner. Hands on participation are required for the learning process. Students are supervised to ensure that the student prepares the equipment, performs the procedure, and concludes the skill correctly and safely. Full lab participation requires rotation of lab partners and role playing. Performance of lab maintenance duties is also required. In addition, it is expected that students will need additional lab time to develop minimal skill competency. Therefore, students are expected to schedule additional practice time in the lab (average of 2-3 hours per week).

**Lab Risks and Safety**

Safety in the application of all interventions is a primary emphasis in the PTA Program as it should be in your future practice. Apply the least amount of force or intensity to achieve the physical therapy intervention goals. As with any intervention/treatment, you must understand that there exists the possibility of discomfort, pain, muscle soreness, freezing or burning of tissue, or other unexpected phenomenon. It is your responsibility as a student to adhere to safety guidelines. The student must report any problems, concerns or feelings of discomfort to the instructor immediately. Respectfulness of individual rights and privacy is very important as you will be role-playing with classmates/lab partners.

**Lab Clothing (Clinical Dress Code and Hygiene Policy; Privacy/Informed Consent & Laboratory/Human Subject Policy; PTA Student Lockers Policy)**

Observation of movement, palpation, assessment and intervention/treatment of the extremities and back and neck may be a component in each lab session. Appropriate lab clothes need to be worn and should be available at every class session so that if the didactic information would be better understood with lab class information combined, the student is always prepared. Wear clothing that will preserve modesty but allow access to these areas. Suggested lab clothes include shorts, t-shirts, tank-tops, halter style tops, and sports bras. Please be advised, that students have reported being
cold in the lab, so have other warmer clothing available (or wear over lab clothes) if that is a concern. Lockers are available for storage of lab clothes. If you do not have the appropriate lab attire, you may be asked to wear a gown. See instructor to request any accommodations.

**Lab Skill Acquisition Progression**

There are many skills the student needs to become proficient and competent in performing. Skills are presented in a preplanned sequence. This sequence of skill acquisition is a very important part of the program and to your progression through the program. Each student needs to allow plenty of opportunity to learn, practice, make mistakes, and develop competency. Acquisition of skills will not be perfected during a single classroom session, a single lab class session, or practice session, but requires repeated practice on the part of the student.

<table>
<thead>
<tr>
<th>Step</th>
<th>Topic</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read</td>
<td>Read assignments and review notes. Come into the lab class ready with a general understanding of what will be covered that day.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstration and Experiential Learning</td>
<td>The instructor will either demonstrate the skill or have a guided experiential learning lab.</td>
</tr>
<tr>
<td>3</td>
<td>Lab Practice</td>
<td>You will practice the skill/techniques in the lab class with a lab partner. It is extremely valuable for learning to change lab partners.</td>
</tr>
<tr>
<td>4</td>
<td>Practice with a Partner</td>
<td>During available times, practice the same skill with a partner. If you have questions, seek the answers.</td>
</tr>
<tr>
<td>5</td>
<td>Peer Check</td>
<td>Request a classmate as a partner while you perform the skills. Offer constructive criticism so that each person learns the correct/better method.</td>
</tr>
<tr>
<td>6</td>
<td>Skill Validation Check</td>
<td>Skill Validations are required on certain skills and will be conducted primarily with our Skill Validator. Please be fully prepared! If you do not pass, the instructor will indicate what you missed. You will need to reschedule to repeat the skill validation check on another day.</td>
</tr>
<tr>
<td>7</td>
<td>Practical Examination</td>
<td>Practical exams incorporate a number of skills and techniques into a single session of testing. You will not be permitted to take the practical lab exam until all related skill validations are successfully completed. The instructor will provide deadlines and consequences for failing to meet the deadlines.</td>
</tr>
<tr>
<td>8</td>
<td>Clinical Practice</td>
<td>The CI will be advised of the skills in which you have demonstrated competency. If supervised, you may assist with (not perform independently) any skills that you have not completed (all checks and exams) in the class.</td>
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**Student Hours and Safety** *(Policies: Student Hours, Safety)*

- The student schedule will include alternating days of clinical rotations and classes. Students will receive an overall schedule of courses during the information session. Students also receive a printed class schedule that specifies the dates of the clinical rotation upon registration and as part of the syllabus and clinical schedule at the beginning of each semester. This information is also available on D2L for the current semester courses and in the student handbook. The exact hours for individual clinical sites are not known until after the selection process and when clinical site assignments are made as dependent on the clinical instructor.

- The student needs to schedule time to practice for skill validation and lab exam testing that may be outside of regular class times.
• Students are not allowed to utilize the classroom after hours, unless a faculty member is on premises.
• Students are not allowed to use electrical equipment unless a faculty member is in the classroom.
• Students are to refrain from practicing skills on non-students.
• Children are not allowed in the classroom.
• Supervised practice lab times are available during the academic week.
• It is expected that newly acquired safety concepts are applied during practice of lab activities.
• Students are expected to demonstrate safety during lab validations and practical exams.
• Students are to notify program faculty of any contraindications to a technique prior to the demonstration or practice of a skill.
• If a student develops a medical issue that may affect participation or safety, a physician medical release is required to excuse the student as well as to allow the student to resume participation.

Clinical Experiences
The student will adhere to the schedule of the clinical instructor at the assigned clinical site. The start time for the clinical maybe 7:00 am or earlier/later and end at 8:00 pm or earlier/later. The student will need to adjust their personal schedule in order to meet the schedule of the clinical site. During a clinical, the student is allowed and expected to take a 30 min lunch break unless otherwise notified. A student must have the approval of the clinical instructor to leave the assigned clinical area. The center coordinator of clinical education (CCCE) or clinical instructor (CI) is responsible for ensuring that students are in a safe environment. Safety issues and policies are reviewed with students during orientation to each facility while completing the Orientation Checklist.

Student Health and Safety Policies (Policy: Health Tests, Vaccinations, and Insurance)
• Students must have a physical examination prior to enrollment, including documentation of immunization records with blood titers provided. Forms are provided to students following admission to the program.
• Students must undergo a two-step Mantoux tuberculin test prior to enrollment the first semester and an update/repeat at the beginning of the second year (4th semester) of the program. A blood quantiferon test is also acceptable annually.
• Students are strongly advised to undergo a hepatitis B vaccination. Students refusing the vaccination must sign a declination form.
• Flu shots are required annually each fall semester. Pneumonia shots are strongly recommended.
• Some clinical affiliations require repeat/updated proof of physical fitness, TB testing, drug testing or background testing in addition to what the program normally requires.
• Compliance with Health Professions Division Statement on Safety located in Appendix

**Student Illness or Injury** *(Communicable Diseases Policy)*

- Student absence due to illness or injury must comply with the Attendance Policy.
- Any student who contracts a communicable disease must comply with the appropriate Infection Control and Communicable Disease Policies of the clinical site where the student is assigned as well as the Communicable Diseases Procedure outlined in the College Catalog.
- In cases of injuries that may occur during regularly scheduled hours on ECC’s campus or on the property of a clinical affiliate, the student must complete an incident report in consultation with the clinical supervisor or program faculty.
- If a student becomes ill while in the clinical area, the student is to report to the supervising therapist and the program’s ACCE.
- Student illness or injury that results in an absence in excess of three days requires that the student obtain a physician’s clearance to return.
- Any temporary or permanent restriction on the student’s ability to perform clinical assignments requires a physician’s release.

**Student Safety and Incident Reports** *(Public Safety Policy, Bloodborne Pathogens, Communicable Diseases Policy)*

- Students must comply with hospital and clinical site policies for reporting unusual occurrences. Hospital/facility orientation or student clinical orientation presents information about safety issues pertaining to hospital/facility security and incident reporting.
- A student with any concerns or problems relative to safety issues should seek assistance from the clinical instructor, ACCE or program faculty.
- The student must immediately report any unusual occurrence or incident to the facility supervisor and ACCE/Program Director.
- Students should also refer to the Health Professions Safety Statement in the Appendix of this Handbook.

**Infection Control Policy** *(Communicable Diseases Policy)*

Standard precautions prevent the transmission of communicable diseases and provide for the safety of students, staff and patients. Successful completion of specific components of PTA 120, PTA 123, PTA 231 courses serve as documentation of successful completion of these competencies.

**Student Records Policies** *(Student Academic Records Policy; Records Retention and Disposal Policy; Confidentiality of Student Records)*

During enrollment in the PTA Program, the student record includes but is not limited to:

- Clinical and didactic grades
- Attendance records
• Clinical education records
• Records of student conferences
• Skill validation and lab examination records
• Health records
• Program admittance records

The College and PTA Program maintain the confidentiality of student records in compliance with the Family Education Rights and Privacy Act (FERPA, 1974). The program also abides by the Health Insurance Portability and Accountability Act (HIPAA, 1996). A locked file in the office of the Program Director houses program student records. Information from student records is released ONLY after receipt of a written request from the student. The College mails official transcripts directly to other institutions, upon written request by the student.

Parking and Transportation (Parking and Towing Policies)

• ECC’s Main Campus has restricted parking which requires display of a parking permit or tag. Refer to the ECC College Catalog for additional information.
• Some clinical sites may require students to park in designated parking spaces only.
• Any parking fines or traffic citations are the sole responsibility of the student.
• Students are expected to provide their own transportation to and from class and clinical sites, some of which may be up to 80 miles away one direction. All transportation costs are the sole responsibility of the student.
• Students are expected to have valid driver licenses and current insurance in order to be safely on the roads.
• Students reported as parking in unauthorized parking spaces at any clinical site may be restricted from that clinical site permanently which may affect progression in the program.

Smoking Policy (Smoking on Campus Policy, Administrative Procedure 3.801)

ECC is a smoke free campus. Campus buildings are all smoke-free. Students must comply with this policy. Smoking is only allowed in designated areas. Please refer to the ECC College Catalog for the Smoking Policy. Many of the clinical affiliates prohibit smoking on all properties. Violation of affiliate's smoking policies may result in permanent restriction from that assigned clinical site.

For the purpose of ECC’s administrative procedure, "smoke" or "smoking" means the carrying, smoking, burning, inhaling, or exhaling of any kind of lighted pipe, cigar, cigarette, hookah, weed, herbs, electronic cigarettes, faux-smoking devices, or any lighted smoking instrument. "Smoke" or "smoking" also includes smokeless tobacco products which are any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

Drug-Free Campus (Drug-Free Campus Policy, Administrative Procedure 3.401)
Students accepted into the PTA Program must submit to a drug test prior to enrollment and prior to the fall semester of the second year. Results of all/any drug test must be negative to remain in the program. Program officials can request that a random drug test be done at any time if a student's behavior becomes problematic and characteristic of drug use. Clinical sites may request additional drug testing and the results must be negative. Refer to the Drug Free Campus Procedure 3.401 in the College Catalog or at https://elgin.edu/about-ecc/college-administration/college-procedures/drug-free-campus-policy/

**Student Substance Abuse Procedure** [https://elgin.edu/about-ecc/college-administration/college-procedures/student-substance-abuse-policy/](https://elgin.edu/about-ecc/college-administration/college-procedures/student-substance-abuse-policy/)

**Dissemination of the PTA Student Handbook**

Each PTA student receives an individual copy of the PTA Program Student Handbook electronically the first day of the first semester or sooner. Students are to familiarize themselves with its contents and abide by all policies and procedures. Students are required to print, sign off and submit the signature page of the PTA Student Handbook. The PTA Student Handbook is also available electronically on the ECC website under the physical therapist assistant web page. A hard copy is available at all times in the PTA classroom A 157 and each faculty member has a hard copy which the student may review. If a student requests a hard copy of the handbook, one will be provided.

**Snow Day Policy**

If the college is closed, students are not required to attend the clinical practicum; however, any missed clinical time will need to be made up hour-for-hour. The school cannot assume risk associated with weather conditions, therefore, the decision about when and where to travel is a matter of individual judgement. A clinical will require the clinical hours missed to be made up hour per hour in agreement with your clinical absence due to weather instructor. If the college is closed the student is not expected to come to campus.

Check the [https://elgin.edu/about-ecc/college-administration/college-procedures/emergency-procedures-policy/](https://elgin.edu/about-ecc/college-administration/college-procedures/emergency-procedures-policy/) for current information about school closings.

Current students, faculty and staff are automatically signed-up for ECC’s emergency alert system. You will receive text messages if there is a campus emergency. When a situations arises that requires an emergency broadcast, the college will send a text message to the cell phone number you provided to the college.

You can review and/or update your contact information in the alert system. You can verify that the correct phone number(s) and emails(s) are entered in the system. To log in, use your ECC username (e.g., jdoe1234) and password. Making changes to your contact information in the emergency alert system does not change your contact information globally in ECC systems. You will need to contact the Registration office to update your contact information.
Fire Safety Policy
ECC conducts fire drills routinely for safety awareness. Classroom exit route is posted in the classroom A 157 by the classroom entrance. Program actively evacuates building when fire alarm activated including all drills. Encased fire extinguisher/alarm located directly outside classroom door.

Pregnancy Guidelines and Procedures
Declaration of pregnancy is at the discretion of the student. If the pregnant student elects not to declare her pregnancy, it is expected the student will fully participate in all classroom, lab and clinical experiences without any restrictions or modifications. Whether or not the pregnancy is declared, the pregnant student is advised to consult with her physician. The student may select one of the following options:

Continued Full-time Status:
The student must be able to meet the academic requirements, perform the clinical objectives and the PTA Student Essential Functions to continue in the program.
- Class time missed due to pregnancy or maternity leave will be treated as any sick time (See attendance guidelines and procedures in this manual and attendance policy in the ECC Catalog).
- Clinical time missed due to pregnancy or maternity leave will be treated as any clinical sick time (see clinical attendance guidelines and procedures in this manual).
- Physician ordered lifting restrictions will be considered and if the student is able to achieve the course and/or clinical objectives then accommodations may be instituted.

Leave of Absence
Upon learning that she is pregnant, a student may opt to discontinue the didactic and clinical components of the program until after she has delivered.
- Because PTA courses are only taught once a year and during the same semester every year, it may mean that the student must sit out for an entire year before the student can re-enter the program and re-enroll in the semester’s courses at the point where she withdrew. This is dependent on available space. See the Readmission Policies and Procedures in the Manual for further information.

Cell Phone/Social Media
Students should turn off cell phone/pagers or place them on vibrate (inaudible) when in the classroom, lab class or at a clinical site. No headphones are allowed in the classroom during class sessions nor in the lab during lab instruction/validations/exams. This is to be respectful of others and not disturb the learning environment. Students who must answer a call/page must step out of the classroom/lab to do so or wait until an appropriate break in time. You may NOT answer calls or use your phone during clinical duty. Exceptions to this policy are at the instructor’s discretion. Students may not video tape nor audio tape class or lab sessions without prior permission of the instructor. Remember anything
posted via social media is available forever. Anything negative related to the college, program, instructors, clinical sites and clinical instructors, fellow students is deemed unprofessional behavior and may result in immediate dismissal from the PTA program.
Program Progression

Progression/Withdrawal/Dismissal/ Program Reentry Policies.
(Standards of Academic Progress Policy; Student Grades Policy; Dismissal and Readmission Policy; Withdrawal Policy; Health Professions Dismissal Policy)

Progression in the Program
Students are graded and evaluated according to their ability to meet objectives and criteria. To progress in the program the students must achieve the established grading standards. The program will increase in difficulty as the student progresses through the program both clinically and didactically.

Students must successfully complete all courses in the PTA Program according to the sequencing structure found on the Program Curriculum. The exception to this is that any general education course may be completed prior to the semester that it is scheduled or during the semester that it is scheduled. Please see the PTA Program Curriculum for specifics.

Withdrawal Policy (Administrative Procedure 2.102)
Students must follow the college withdrawal policy found in the College Catalog or https://elgin.edu/admissions/register-for-classes/withdrawal/

In addition, for the student initiated withdrawal, the student is required to submit a formal letter to the Director of the PTA Program stating intent regarding the withdrawal from the program.

Dismissal and Readmission Policy
Dismissal from the PTA program means the student is unable to continue with any PTA course nor progress in the program. Failing any PTA course in the program will result in being unable to progress in the program. Refer to https://elgin.edu/admissions/register-for-classes/withdrawal/

If the student is unable to progress in the program they are referred to the ECC withdrawal polices. All students who either fail or withdraw must be rescreened to re-enter the program.

• First semester admission is based on a ranking process for the 20 spaces.
• Students, who stop attending a PTA course and do not complete course requirements, yet do not officially withdraw, will receive a failing grade and therefore, will be unable to progress in the PTA Program.
• Students who fail a course in the PTA curriculum while following the curriculum will be unable to continue/progress in the PTA Program. This includes a general education course, a didactic course, or a clinical course, or any combination thereof.
• Students are limited to ONE opportunity for readmission, unless failure of a clinical course due to safety issues or ethical/professional issues. If a student fails a clinical course due to safety
concerns/issues and/or ethical/professional issues, that student is not able to be re-admitted to the program.

- There is no priority given to the student in the readmission process/admission process for previous admission status, nor if previously accepted into the program, nor if previously in the program.
- Students are limited to readmission in a one-year time frame. Student will not be readmitted after more than one academic year of time has passed.
- Students who are not successful in any of the program courses after readmission will be unable to progress in the program with no further opportunity for re-entry.

If a student interrupts his/her program prior to completion of the first semester, the student is required to reapply to the program. There is no priority given to the student for previous admittance status. The applicant will be assessed with all other applications.

If a student interrupts their program after the first semester, the student must submit a formal letter indicating intent and discuss the situation with the Director of the PTA Program. The student may be re-admitted on a space-available basis following successful re-demonstration of all appropriate skill competencies and demonstration of content knowledge. This will delay program completion. Didactic and clinical courses must be completed simultaneously as indicated in the college catalog. Repeating a course that requires clinical placement or affects clinical sequence will be contingent upon clinical openings as determined by the Program Director.

Re-entry into clinical courses cannot be guaranteed. Clinical placement availability may be an issue as determined by the ACCE/Program Director. If the student does not successfully re-demonstrate all required skill competencies and/or does not demonstrates academic knowledge retained, the student will not be readmitted to the program after the first semester. The student would need to reapply to the program. There is no priority given to the student for previous admittance status.

If the student fails a didactic course but successfully completes the accompanying clinical course for the semester, the student will be unable to progress in the program since the courses are required to be completed simultaneously. If the student is readmitted to the program, the student would need to retake both the didactic course and completely repeat the previously successfully completed clinical course since the two courses are developed to coexist.

If the student fails a clinical course, the student is unable to progress in the program. The student is referred to the ECC policies. If re-admitted, the successfully completed didactic/clinical course would have to be repeated as the courses coexist. If the student fails a clinical course for safety and/or ethical/professional issues, the student will not be considered for readmission to the program.

For readmission consideration other than first semester, the student must meet the following criteria:

- Resubmit the Health Professions Program Application to the Health Professions Department.
- Meet all admission requirements for entry into the PTA Program for the academic year in which reinstatement being requested.
• First, the student must demonstrate academic/didactic knowledge retention by successfully completing comprehensive written exams for each course previously passed in the curriculum. There will be a charge for each comprehensive exam written and grading of the exam, similar to the ECC college policies regarding proficiency testing.

• After successfully demonstrating retention of academic/didactic knowledge, the student must demonstrate successful competence in all skill validations previously completed and successful completion of lab examination/s to ensure competency in skill and technical level. There will be a fee based on the number of skills associated with the course and the comprehensive examinations needed.

• Provide updated CPR, PPD testing, and resubmit all medical information and titers; submit to another criminal background check, submit to another drug test, update the Bloodborne pathogens competency, and provide proof of current medical insurance coverage. All requirements must be completed before the first day of classes.

Final Decisions for Readmission into the Physical Therapist Assistant Program

The decision to grant readmission into the Physical Therapist Assistant Program will depend upon:

1. There being space available in the requested re-entry physical therapy course and/or clinical course.
2. The completion by the student of all criteria for readmission into the Physical Therapist Assistant Program.
3. Students will be readmitted on a first come-first served basis according to date the criteria for readmission is met.

Students who meet the criteria for consideration for readmission into the PTA program will be notified of the status of their request as soon as space becomes available.

Students who are not granted readmission in a specific term, and who wish to continue to be considered for the PTA Program, must completely reapply for initial admission at the first semester due to the one-year academic time-frame limit for readmission.

Students who were unable to progress in the program/dismissed due to any of the following reasons may be refused readmission pursuant to ECC’s Student Code of Conduct Procedure (4.402), Academic Integrity Policy, and the Health Professions Dismissal Policy:

• Cheating on exams
• Plagiarism
• Using loud or abusive or threatening language
• Threatening the health or safety of another individual
• Possession of drugs or weapons
• Intoxication
• Removing or damaging property
• Divulging confidential information
• Negligence
• Any unprofessional, unethical or unlawful behavior in and or impacting the clinical setting.

**Graduation Requirements**

ECC’s PTA Program is a competency-based program designed to be completed in 5 continuous semesters. A PTA student is eligible for graduation only after meeting the following criteria:

• Candidates for graduation must complete a formal “Notice of Intent to Graduate” during the semester in which they will intend to complete graduation requirements. This will normally be before Feb 1st of the second year in the program.
• Successful completion by attaining a minimum of 75% grade of all required didactic and clinical courses.
• Successful completion and documentation of 624 clinical hours completed for the program.
• Payment of all tuition, graduation and other fees and/or fines.

**General Disciplinary Policy**

It is expected that the PTA Student consistently demonstrates professional and ethical behaviors when representing ECC or the PTA profession in any way. All malpractice laws apply to students as they do to licensed professionals, and as such students need to be aware of the implications to their careers of unprofessional behavior. Students must abide by the American Physical Therapy Associations Standards of Ethical Conduct for the Physical Therapist Assistant and the Values Based Behaviors for a PTA (www.apta.org), in addition to compliance with the policies and procedures specific to the PTA Program of ECC, compliance with the policies and procedures of Elgin Community College, the Health Professions Division, and the clinical affiliates of the PTA Program. Any student who does not comply with the policies and standards is subject to disciplinary action. The Program Director and faculty determine the type and severity of the disciplinary action employed. The PTA program officials are responsible for all decisions regarding student dismissal.

**Coaching (General Disciplinary Policy)**

• Coaching is an immediate remedy, utilized by the faculty or staff to correct a student’s conduct, performance or attendance.
• All coaching sessions are confidential and conducted in a positive and constructive manner.
• The student receives goals and suggestions/solutions for the problem(s) that prompted the coaching session.
• Documentation of each coaching session becomes a part of the confidential file (Advising form utilized).
• If, after coaching, the problem(s) is/are not corrected, the student will be subject of additional discipline, the severity of which will depend on the student’s violation(s).
Student Complaints, Grievances & Appeals
(Complaint Procedure; Placement Test Appeals; Appeal of Final Grade Policy)

Due Process/Student Appeal
Students have the right to file a complaint regarding issues they feel require a solution. Students should follow the appropriate Student Appeal/Complaint Procedure or Grade Appeal Procedure as outlined in the ECC College Catalog.

Complaint Resolution Procedures (Administrative Procedure 4.401)
The Commission of Accreditation in Physical Therapy Education (CAPTE) accredits the Physical Therapist Assistant Program of ECC. This accreditation is important because it indicates the program is committed to academic excellence, quality healthcare and patient and professional safety. Accreditation demonstrates that a program adheres to the national educational standards that have been accepted by the profession. The accreditation criteria for a PTA Program are available upon request in the Program Director’s office. Students who have concerns regarding the program’s compliance with the accreditation standards should follow the procedures outlined in the programs Due Process/Student Appeals Policy.

Students with complaints or grievances regarding the PTA Program should attempt to resolve the issue in the following manner:

- Within 20 days, consult with the individual (faculty or clinical instructor) in an attempt to resolve the issue.
- If there is no resolution, the student is encouraged to consult with the PTA Program Director. The Program Director must respond within 10 days.
- If there is no resolution, the student is directed to continue the appeal with the Dean of Health Professions who must respond within 10 days.
- If there is no resolution, a formal letter of appeal or complaint may be submitted to the Dean of Student Services and Development or Associate Dean of Student Success or the support person of his/her choice in this process within 10 days of the dean’s decision. The Dean of Student Services and Development or the Associate Dean of Student Success will conduct a preliminary investigation. The complainant will be notified either in writing, in person, by mail or email.
- Students can appeal the decision by requesting a hearing of the Student Affairs Committee
- Refer to the College Catalog Complaint Process, Administrative procedure 4.401.
- Refer to the Policy and Procedure Manual for processing of complaints made by non-student entities (Complaints Affecting the PTA Program from Outside Sources Policy).

Complaint Resolution Procedures/Program Director
Complaints/grievances regarding the Program Director/ACCE should attempt to be resolved with the PD/ACCE. If no resolution or prefer not to discuss with program director, direct concerns/grievances
Health Professions Dismissal Policy

Students are responsible for maintaining appropriate standards of conduct as describe in this Student Handbook and the Student Code of Conduct procedure found in the ECC College Catalog. Students are expected to observe Physical Therapist Assistant Program regulations and meet professional standards as outlined in the APTA Physical Therapist Assistant Code of Ethics.

A written warning will be issued for infractions of program regulations or professional standards. A copy of the written warning will be kept on file in the Dean of Health Professions office.

Students who continue to violate program regulations or professional standards for which they have previously been given a written warning will be permanently dismissed form the PTA Program.

When behavioral/affective reasons warrant and immediate action, a student may be dismissed from the PTA Program without a written warning. For example: cheating or plagiarism or HIPAA violations (etc) may result in immediate dismissal from the PTA program.

Students who have been permanently dismissed from the PTA Program are permanently dismissed from the Health Professions Division at ECC.

Student Rights and Responsibilities (Confidentiality of Student Records, Official and Confidential Contact with students))

Students have the right to institutional policies and procedures safeguarding the freedom to learn.

Students are responsible for knowledge and application of the policies and procedures.

Students have the right to take reasonable exception to the data or view offered in any course of study and to reserve judgment.

Students are responsible for knowing material offered in any course of study.

Students have the right to orderly procedures of academic evaluation without prejudice.

Students are responsible to maintain standards of academic performance for each course.

Students have the right to confidentiality by all PTA Program/College employees.

Students have the responsibility to respect the confidentially of others.

Students have the right to a carefully considered policy regarding the information that is part of the student’s permanent education and financial record, and the conditions of records disclosure.

Students are responsible for maintaining confidentiality of their records.
Students have the right to discuss appropriate issues and to express opinions.

Students are responsible for maintaining positive public relations for Elgin Community College and the Physical Therapist Assistant Program and its clinical affiliates.

Students have the right to printed institution clarification of standards of behavior that are considered essential in appropriate situations.

Students are responsible to know these policies. Disciplinary action may result from violations of these policies.

Students have the right to adequate safety precautions within the clinical facilities.

Students are responsible for practicing safety measures within the college and its clinical affiliates.

Students have the right to participate with faculty in periodic review of the grading system.

Students are responsible for seeking clarification or assistance from faculty regarding academic status.

**Graduation Information**

Students are encouraged to participate in the ECC sponsored graduation ceremony in May of each year. Students must apply for graduation in order to have the AAS degree posted on their final transcript.

**PTA License Information**

Once a student has successfully completed the PTA program and has graduated with the AAS Degree in Physical Therapist Assisting, he/she is eligible to apply for the state licensure examination. Licensure information may be obtained from the [Federation of State Boards of Physical Therapy](http://www.fsbpt.org) and the [Illinois Department of Financial and Professional Regulation](http://www.idfpr.com). Granting the AAS degree in Physical Therapist Assistant is not contingent upon earning a passing score on the state licensure examination. A state issued license is required in order to be employed as a PTA in any of the 50 states in the United States. License renewal is every 2 years and 20 hours of continuing education (CE) must be completed/documentedit within the 2-year renewal period. Three of the 20 CE hours must be on the topic of ethics related to physical therapy.
CLINICAL EDUCATION PLAN

and POLICIES
Clinical Education (PTA Grading Policy; Clinical Evaluation Policy; Final Grade for PTA Clinical Experience)

The process of becoming a competent PTA is complex and involves a combination of mastery of patient care and technical skills as well as the development of professional behaviors, attitudes and critical thinking. To facilitate this growth and development, the student must develop an awareness of the expectations of the educational program. This section of the PTA Student Handbook is dedicated towards the goal of providing guidelines and standards for accepted behavior and providing incentives for the student PTA to develop into a mature, responsible physical therapist assistant. During the two years of education the program provides approximately 624 hours of clinical education. This amount of clinical experience will allow the graduate to sit for the state licensure examination.

As stated earlier in this handbook, it is expected that PTA Student consistently demonstrates professional and ethical behaviors when representing ECC or the PTA profession in any way. All malpractice laws apply to students as they do to licensed professionals, and as such students need to be aware of the implications to their careers of unprofessional behavior. PTA students must abide by the American Physical Therapy Associations Standards of Ethical Conduct for the Physical Therapist Assistant and the Values Based Behaviors for a PTA (www.apta.org) in addition to compliance with the policies and procedures specific to the PTA program of ECC, compliance with the policies and procedures of Elgin Community College, the Health Professions department, and the clinical affiliates of the PTA Program.

Complaints Regarding ACCE:

Any concerns/issues/complaints involving the ACCE that are unable to be resolved with the ACCE may be directed to the Dean of Health Professions for resolution: Dr. Wendy Miller wmiller@elgin.edu, 847-214-7308 located at A106.02

Clinical Education Participation

Clinical education is an integral portion of the curriculum of ECC’s PTA Program. During clinical experiences, the student is given the opportunity for application of the knowledge and skills learned in the classroom and laboratory setting. The student works with actual patients under the supervision of a clinical instructor (CI) who may be a physical therapist or physical therapist assistant employed by the clinical site. The goal is for each student to gain a wide variety of patient experiences through each clinical experience. Criteria for grading each course are discussed in the syllabus and are a progressive system. Ability to participate in the clinical portion assumes the student:

- Has fully participated in, and demonstrated competency in the skills identified as components of the present and past semesters.
- The student will utilize professional dress and behavior as a PTA student and representative of the PTA Program of ECC.
- Has successfully completed all previous academic and clinical work.
- The student is in good academic standing in all courses (minimum of a C grade).
Clinical Education in the Curriculum-Hours

The clinical education consists of 3 separate experiences:

- **First year—spring semester---** Tuesdays and Thursdays at 8 hours each day for 9 weeks totaling 144 clinical hours.
- **Second year—fall semester—** Monday, Wednesday, Fridays at 8 hours each day for 10 weeks totaling 240 clinical hours.
- **Second year—spring semester—** full time 40 hour/week experience totaling 240 clinical hours.

Clinical Education Definitions:

- **ACCE** Academic Coordinator of Clinical Education (employed by ECC; responsible for development, coordination and evaluation of the clinical education program as well as determines student grading of all practicums).
- **CCCE** Clinical Coordinator of Clinical Education (clinical facility employee who is responsible for coordination of clinical assignments between the facility and the academic institution).
- **CI** Clinical Instructor (clinical facility employee who is the clinical educator or clinical supervisor providing direct supervision in the clinical learning experience and who is responsible for assessing student’s performance)
- **Clinical Site** A health care facility with a legal agreement with ECC that provides clinical experiences for PTA students.
- **Clinical Practicum=clinical experience=clinical rotation= clinical affiliation**
  A course in the PTA Program where the student participates in education at a specifically selected clinical site under the direct supervision of a clinical instructor and direction of the Academic Coordinator of Clinical Education.

Establishing a Clinical Affiliation *(Learning Site Agreement Policy)*

Clinical sites are established either by contact from the ACCE of ECC or by the clinical site contacting the PTA Program expressing an interest in working with students. A legal clinical site agreement must be completed and agreeable to both parties to establish a working affiliation relationship. Prior to students being sent to any site, the ACCE/faculty performs an assessment to determined compatibility of the strength/needs of the site relative to the needs of the PTA Program.

It is not appropriate for students to approach a potential clinical site. A student is welcome to suggest a potential facility or site for consideration to the ACCE/faculty and appropriate follow up will be performed. A PTA student may not attempt to solicit their own clinical rotation at any time in the program. Contacting a clinical site individually and asking if they will accept you as a student is not permitted. Please discuss your thoughts with the ACCE.
Clinical Assignments (PTA Grading Policy; Clinical Evaluation Policy; Final Grade for PTA Clinical Experience)

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

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

Travel time is considered during the assignment process but cannot be a deciding factor. Students may be asked to travel up to 1-1.5 hours in one direction for a clinical experience. The student is responsible for all transportation and any lodging expenses incurred.

Preparing for the Clinical Experience (CPR Certification Policy, Bloodborne Pathogen Exposure Policy; Communicable Diseases Policy; General Emergency Issues Affecting PTA Student while at Clinical Experience Policy)

Students must review, complete and sign a “Health Professions Division Voluntary Assumption of Risk and Release of Liability” form prior to each clinical experience providing informed consent. Samples of the forms are available in the appendix of this handbook. Medical and legal requirements have been discussed earlier in this handbook.

A student who has any change in his/her physical or psychological condition that requires medical attention and/or intervention, must have a Medical Release form signed by his/her physician. This authorization to continue may be obtained from the Program Director. All students are required to submit proof of health insurance coverage. Students are responsible for any individual incurred costs of emergency services in off-campus educational experiences. These health requirements are mandated by the clinical sites to ensure student and patient health safety. A student must have all clinical health requirements on file at CastleBranch and the student can provide information to the facility upon their request.

- Students are required to have current medical insurance coverage during each clinical experience in order for the college to provide liability insurance coverage (Professional Liability Insurance Policy).
- Students must maintain current CPR certification for the healthcare provider (only American Red Cross or American Heart Association are accepted).
- Students are required to have completed/passed criminal background checks which may be a fingerprint background check.
• Students are required to have completed all medical requirements (medical form) and have current yearly negative drug testing, 2 step TB testing and flu vaccination.

• The ACCE will share with clinical sites verification of all of the above information prior to the clinical experience start date in order to comply with clinical facility requirements.

• Some clinical sites may require additional medical information and the student must comply in order for the clinical site to accept the student. Some examples are: an additional drug or TB test one week prior to the clinical rotation, or a physical within 6 months or within 30 days of attending the clinical, an additional background check within a specific time frame, an interview one month prior to attending the clinical. If a student does not comply with or chooses not to comply with any additional requests by the clinical site, the student is not guaranteed another clinical placement for that clinical experience as the student has already been assigned a clinical placement. This situation would impact the student’s progression through the program and course completion ultimately impacting completion of the program.

A student will not be permitted to attend a clinical rotation if these above mentioned required preparations are not completed as requested. Failure to submit the listed items will result in the inability to allow the student to participate at clinical and complete this program.

Students provide direct care and personal services to people who are coping with stress and illness and who are physically vulnerable. There are also occupational hazards that the student may be exposed to during the process of classroom and clinical experiences. The program’s student health requirements have been developed based on industry standards to minimize the health and safety risks for both students and the patients. In addition, clinical contracts of cooperating agencies require that students meet the same health requirements as agency employees. Health care agencies can be fined if students placed in the agency do not meet employee health requirements. Therefore all health and safety (background check) criteria must be met prior to starting the PTA Program. While this requirement is for the clinical education program, those health standards must be met prior to official program entry (first day of first semester of PTA Program), not clinical start.

Students will be required to attend pre-clinical sessions in order to prepare for the clinical experience. Sessions may include Bloodborne pathogen instruction, HIPPA instruction, ethics and professional behavior review, review of all course information and goals and expectations for the rotation, some guest speakers, and/or review of some skills. These session are planned ahead and the student well notified of the session/s time and agenda. A post-clinical session to debrief and share may also be required.

**Clinical Attendance Policy** *(PTA Grading Policy; Clinical Evaluation Policy; Final Grade for PTA Clinical Experience)*

• Attendance is required for all assigned clinical hours/days.
• Students are required to track attendance using a time log.
• If absent from a clinical experience, the student must notify the CI and the ACCE (see previous instructions regarding Attendance Policy).
• All absences or time missed must be made up hour-per-hour.
• Make-up days are scheduled with the availability of the CI and in agreement with the ACCE.
• In the event a CI/site is unable or unwilling to assist a student with makeup time, the student must meet with the PTA Program Director/ACCCE to determine a plan of action that may require the student to attend another clinical site.
• Missed time must be made-up within the current semester in a timely fashion. Failure to make up missed time may result in failure of the course and dismissal from the program.
• Taking sick days for personal business or job interviewing during clinical time is not allowed.
• The clinical grade depends, in part, on clinical attendance.
• Repeat instances of clinical absence may result in disciplinary action and will result in a reduction of the clinical grade and may result in program dismissal. This is considered unprofessional behavior.

**Clinical Tardiness Policy** *(PTA Grading Policy; Clinical Evaluation Policy; Final Grade for PTA Clinical Experience)*

A student is tardy if she/he is more than 5 minutes late for scheduled clinical assignments. Students should be ready to work ten minutes before scheduled clinical start time. Therefore, if the start time is 8:00 am the student should be present and ready to work at the site at 7:50 am at the latest.

- Three incidences of tardy in a clinical rotation/semester will count as one (8 hour) absence. The absence must be made up hour-for-hour (8 hours).
- Tardiness of clinical assignments may also result in a reduction in the student’s clinical grade. If 3 tardy incidences occur during one clinical experience the grade will be reduced by one letter grade (in addition to makeup of 8 hours of clinical time). This grade reduction may result in failure of this experience which will result in dismissal from the program.
- Tardiness is considered unprofessional behavior and a clinical site has the right to request the student not return. This may result in failure of the course and ultimate dismissal from the program if no other site is available for the student.
- A clinical site has the right to send a student home for clinical tardiness.

> **The student must call and notify both the CI and ACCE prior to any tardiness or illness or other absences.**

**“Overtime”** *(PTA Grading Policy)*

At times, it may be necessary for a student to stay later than his/her assigned time if the student is involved in a case where it would not be in the patient’s best interest for the student to leave. Staying late assures continuity and/or quality of patient care. It is not the program’s policy to allow the accrual of “overtime”. The student should always seek permission from the CI prior to departure for the clinical day.

**Professional Behavior Policy** *(Student Code of Conduct Policy)*
The manner in which a student expresses and presents him/herself is very important. The student’s tone and mannerisms could easily project an “I couldn’t care less” attitude. **Remember**, the student’s behavior represents him/herself, his/her profession, the school, program and the clinical environment. Professional and ethical behaviors are expected at all times throughout the program. Refer to Code of Conduct in College Catalog, the APTA Standards of Ethical Conduct for the PTA, the Values-based Behaviors for the PTA, the physical therapy practice act, and all other conduct related policies in this handbook.

**Communication:** *(ECC’s Minimum Competencies)*

When communicating with patients, follow the five fundamentals of patient communication by adopting AIDET. This acronym represents a very powerful and meaningful method of communication with people who are often nervous, anxious, feeling vulnerable while also not feeling their best. It allows the healthcare professional to share their experience, knowledge, and training more effectively with the patient.

AIDET = **Acknowledge** the patient  
**Introduce** yourself  
**Duration**—let the patient know approximately how long the session will last  
**Explain** what you are planning to do  
“**Thank You**” for allowing *me* to assist in your recovery

Advantages of using AIDET:

- Reduction in patient anxiety
- Improvement in patient compliance
- Improved clinical outcomes
- Increased patient satisfaction

Other Considerations

- “Loose” conversation with personnel or students in front of patients or in their hearing distance is distracting. Sound carries within the department and what you say maybe misinterpreted with serious results.
- Speak in moderate tone of voice to patients and other personnel.
- Giggling or loud outbursts of laughter should be not displayed anywhere near patients as it could be interpreted as irresponsible to patients or families.
- Confidentiality of patient information is required at all times.

**Telephone Communication:**

- Identify the department and yourself on incoming and outgoing calls.
• Personal phone calls are not permitted during clinical hours unless absolutely necessary. Cell phones should be used only when absolutely necessary and should be maintained in silence/vibrate mode. If you are with a patient, the patient is your priority!

• Practice good telephone courtesy by:
  i. Answer promptly with a “smile” in your voice. Delayed answering irritates the caller.
  ii. Take messages accurately—after writing down the message read it back to the caller for clarity.
  iii. Explain any delays to the person on phone. Make the caller aware of the reason.
  iv. Eliminate any slang.
  v. Terminate the call with a polite “Goodbye” and hang up the phone gently.
  vi. Remember—there are no unimportant telephone calls. You are representing the clinical site.

Smoking - Clinicals

• Most all clinical affiliates are “Smoke-Free” environments---therefore smoking is not permitted during clinical hours (this includes personal vehicles). Patient’s maybe allergic to smoke.

• ECC is a smoke free campus--smoking is allowed only in designated parking areas. See College Catalog policy for specifics.

Clinical Grading Policy (Final Grade for PTA Clinical Experiences)

Clinical course grading is determined by the ACCE. Grading is determined by reviewing the CPI, information gathered during onsite visits, any comments/communication and feedback from the CI and/or CCCE, student assignments and any other information which may include anecdotal evidence. The course syllabus for each clinical course provides further grading information. The grading is progressive in the expectations and are explained on the clinical course syllabi.

If a student is asked to leave a clinical site by the CI or CCCE/other clinical site personnel for safety reasons/concerns/issues which may involve technical/patient care issues and/or ethical/professional which may involve communication/patient interaction safety issues, the student has failed the clinical course and will receive an F grade for the course.

If a student is asked to leave for communication and/or other patient care concerns, the ACCE will investigate and work with the student. The student may fail the course pending the outcome of the investigation.

Dress and Appearance Policy/Uniforms (Clinical Dress Code and Policy; Safety Regulations Regarding the Use of PTA Equipment in the Program)
Professional standards of appearance are important to the overall quality of patient care and the perception of the patient. Therefore, a high level of personal cleanliness must be maintained. Poor personal and oral hygiene will not be accepted. A clinical site has the right to send a student home for inappropriate dress and appearance. The student may be instructed to change and return or may be sent home for the rest of the day. This will be documented as an absence in the clinical assignment. ECC picture ID badge must be worn at all times. Some clinical sites may provide the student with another ID badge during that clinical experience which should then be worn at all times.

Students must abide by the clinical facility’s specific dress code requirements if different from the ECC PTA Program dress code requirements. Students in this situation should contact and discuss the situation with the ACCE who will advise the student. Photo ID name badges must be worn at all times.

Uniforms for male and female students must be ordered/purchased from the ECC Bookstore by each student prior to the designated order deadline date. The PTA Program has several options from which to select. The color combination for the PTA students is black and khaki. The purchase of all tops must be through the ECC Bookstore to ensure that they have the necessary ECC logo and “Physical Therapist Assistant Student” stitched on the left chest area. Purchase in the book store also allows for financial aid assistance.

If the student chooses not to purchase pants from the bookstore, the student may wear ankle length khaki professional pants. Any blue jean material, parachute pants, crop pants, harem paints, leggings, stirrup pants, form fitting pants/stirrups, or shorts are inappropriate.

Some clinical sites may insist on a “uniform” that differs from the ECC PTA Program uniform and the student must comply and meet the dress code policy of that clinical site.

**Failure to adhere to the dress code policies will result in a reduction of the clinical grade and/or disciplinary action.**

Each student should have at least 1 or 2 full uniforms to begin the second semester of the program. Additional uniforms may be purchased for the second year when clinical rotations will include three full days. Uniform ordering has specific due dates. Students pay for the uniform up-front and the bookstore will notify the student of the arrival of the ordered items. Every student must be attired in full uniform in order to enter a clinical area. Additionally, students are expected to wear the PTA Program uniform during lab exam testing conducted on campus.

**For Women:**

Black bookstore purchased tops (scrub or polo) which are embroidered with the ECC logo and the PTA Student designation.

Appropriate Khaki pants which can be bookstore purchased scrub pants or neat professional appearing ankle length pants. Some clinical locations may want black pants instead of Khaki.

Appropriate conservative solid colored socks, non-textured stockings or knee highs are to be worn. Black, navy, brown or white soft-soled shoes are permitted. Athletic shoes may or may not be permitted—dependent on clinical facility’s requirements.
For Men:
Black bookstore purchased tops (scrub or polo) which are embroidered with the ECC logo and the PTA Student designation.

Appropriate khaki color pants which can be bookstore purchased scrub pants or neat professional appearing ankle length pants. Some clinical locations may want black pants instead of khaki.

Appropriate conservative solid colored socks are to be worn.

Black, navy, brown or white soft-soled shoes are permitted. Athletic shoes may or may not be permitted—dependent on clinical facility’s requirements.

Other Dress and Appearance Policy Considerations

- Appropriate footwear is required at all clinical facilities for aesthetic and safety purposes. Shoes must be clean and neat at all times. No clogs, no crocs and no Quarks permitted. No open-toe shoes, no sandals, high heels, or boots of any type are permitted. White shoes must be kept white and other shoes need to remain clean, including the shoe laces. Socks must always be worn.

- Undergarments must not be visible. **This applies to the classroom and laboratory area as well.**

- Fingernails must be clean and no longer than ¼ inch beyond the pad of the fingertip during clinical experiences. Artificial nails, nail wraps, nail artwork and nail jewelry are not permitted for patient caregiver due to hospital infection control policies. No bright nail polish or designs are permitted. Polish must be kept in good condition and removed when it becomes chipped. This policy is based on the potential for chipped nails to harbor pathogens.

- Hair must be clean, combed away from the eyes/face and tied back if shoulder length or longer. Extreme hairstyles are not acceptable. Hair must be in naturally occurring colors (no purple, green, orange, etc). Facial hair should be appropriately trimmed and groomed. This is not only an aesthetic issue, but it is necessary in order for face masks and respirators to fit properly. Severe or radical hairstyles, ornamental clips, ribbons or bows in your hair are not acceptable. If clips or hair bands are worn they must be neutral in color, style and design. A professional appearance at all times is extremely important in healthcare and for patient care.

- Perfumes/scents, colognes or aftershave are not allowed to be worn because of allergy causing reactions that may occur affecting the safety of patients. Students also need to be aware of offensive odors such as smoke on clothing and halitosis. Patients who are not feeling well may be sickened by such odors.

- Jewelry must be conservative and discrete and kept to a minimum as it places the patient at risk of injury and it places the student at risk for potential infection. Also, jewelry can get caught on equipment. The following rules apply to jewelry:

- Only engagement/wedding rings. Rings are a source of infection and interfere with gloving. No multiple earrings allowed—limited pierced earrings of a maximum of 3 per ear.
No facial piercing allowed.
If ear plugs, must wear flesh colored ear plugs.
No bracelets other than a wristwatch (one with a second hand is recommended).
No visible body piercings including tongue jewelry.
No dangling type of necklaces which may become a safety issue for student and/or patient.

- No visible tattoos are allowed in the clinical sites. All tattoos must be covered. This includes tattoos on arms, wrists, hands, legs, ankle, neck, face or other visible areas.

- Gum and candy should not be used when you are with patients in clinical areas. Bubble gum, chewy candies and other food should not be in patient areas or when in direct contact with patients, families, visitors or other professional in person or when on the phone.

- The ECC picture ID badge must be visible and worn at all times while during clinical rotations. Some organizations will provide the student with their own ID badge, which in turn, the student should wear at all times.

- Students must comply with the clinical site’s dress code requirements and notify the ACCE if different than the ECC dress code.

Annual OSHA Bloodborne Pathogens Education Policy (Blood borne Pathogens Exposure Policy)

Annual instruction will be provided regarding OSHA and Bloodborne pathogens (BBP) with documentation of instruction. A copy of documented proof will be maintained in a marked file for the cohort in the PTA Program Director’s office. This is a mandate by clinical sites and they may request proof of this education prior to a clinical experience.

The Centers of Disease Control (www.cdc.org) recommends Standard Precautions for the care of all patients, regardless of their diagnosis or presumed infections status.

- Standard precautions apply to blood, all body fluids, secretions and excretions, except sweat, regardless of whether or not they contain visible blood; non intact skin, and mucous membranes.

- Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infections in hospitals.

- Standard precautions include the use of: hand washing, and appropriate personal protective equipment such as gloves, gowns, and masks whenever touching a patient or when exposure to patient’s body fluids is anticipated.

Proper application of principles of standard precautions will assist to minimize the risk of transmission of Bloodborne pathogens. Health care workers who have draining wounds or weeping rashes should refrain from all direct patient care and from handling patient-care equipment and devices used in performing invasive procedures until the condition resolves.
When protecting the health of self and others, principles of asepsis apply. Whenever the sterility of an object is questionable, assume the article is not sterile. If there is the possibility that a break in technique has occurred and someone is at risk for exposure to blood borne pathogens, the student must take appropriate steps to protect everyone involved. Notify the supervising physical therapist/assistant immediately of the concern.

A significant exposure incident means someone has sustained contact which carries a potential for transmission of a Bloodborne pathogen such as AIDS or hepatitis B. Contact and possible transmission can occur through the eye, mouth, other mucous membranes, non-intact skin or needle sticks, bites or abrasions and may involve blood or other body fluids.

In the event that a student or instructor is exposed to blood or body fluids, either in a Health Professions classroom, lab on campus or while at a clinical facility the procedure outlined below must be followed.

1. Immediately report exposure to instructor/clinical coordinator/preceptor.
2. Thoroughly clean area with large/copious amounts of water and antibacterial soap. In case of splashes to the eye, flush with water for 10-15 minutes using eyewash.
3. The student/instructor who is exposed should report to the nearest emergency room for first aid and baseline testing.

**Note: All health care services provided to a student as a result of a BBP exposure will be at the expense of the student.**

- Student/instructor—must be tested for Anti-HBs (if the Hepatitis vaccine series was not received and HIV Antibody. Consent is required.
- Source—should be tested for HBsAg and HIV Antibody.
- If the source tests positive for HBsAg and the student/instructor tests negative for Anti-HBs, it is recommended that the student/instructor receive Hepatitis B immune globulin as soon as possible (within seven days of the exposure).
- If the source is not tested, the student/instructor should be encouraged to receive Hepatitis B immune globulin immediately.
- Follow up HIV antibody testing is recommended for the student/instructor at 6 weeks, 3 months and 6 months.
- Extended HIV follow-up for 12 months is recommended for exposed student/instructors who become infected with HCV following exposure to a source co-infected with HIV and HCV.

4. Complete a Post Exposure Incident Report (available in the Health Processions Office).
Guidelines for Protecting the Health of Self and Others (Public Safety Policy; Fire Safety Policy; Bloodborne Pathogen Exposure Policy; Communicable Diseases Policy)

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

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

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

SUPERVISION OF STUDENT PHYSICAL THERAPIST ASSISTANTS
HOD P06-11-09-17

Student physical therapist assistants, when participating as part of a physical therapist assistant education curriculum, and when acting in accordance with American Physical Therapy Association policy and applicable state laws and regulations, are qualified to perform selected physical therapy interventions under the direction and supervision of either the physical therapist alone or the physical therapist and physical therapist assistant working as a team. When the student physical therapist assistant is participating in the delivery of physical therapy services while being supervised by the physical therapist alone or the physical therapist and physical therapist assistant working as a team, the physical therapist or the physical therapist assistant is physically present and immediately available at all times. The physical therapist or the physical therapist assistant will have direct contact with the patient/client during each visit as visit is defined in the Guide to Physical Therapist Practice. The physical therapist maintains responsibility for patient/client management at all times, including appropriate
utilization of the physical therapist assistant as described in Direction and Supervision of the Physical Therapist Assistant, and for interventions performed by the student physical therapist assistant. Relationship to Vision 2020: Autonomous Practice; Professionalism; (Practice Department, ext 3176)

**Explanation of Reference Numbers:**
BOD P00-00-00-00 stands for Board of Directors/month/ year/page/vote in the Board of Directors Minutes; the “P” indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

**Confidentiality Policy**

The relationship between a Physician/Therapist/Health Professional and the patient is very personal and absolutely confidential, both ethically and legally. As a student, you may be exposed to patient medical information in the course of your clinical experience. It is a firm policy of the Health Care Agency/clinical facility and ECC that these matters of confidence never be inappropriately discussed either inside or outside the clinical organization or college. No one has the authority or reason to review any information contained in any patient’s history except in the line of duty. Students are to read only that part of the record that is absolutely necessary and that may pertain to the physical therapy aspects of the patient. For more information regarding the Federal Health Insurance Portability and Accountability Act (HIPAA rule) on privacy, visit [https://www.hhs.gov/hipaa/index.html](https://www.hhs.gov/hipaa/index.html) Violation of this policy will be grounds for immediate dismissal from the program.

**Rights and Privileges of the Clinical Instructor (CI) (Academic and Clinical Development Policy)**
The ECC PTA Program highly values the clinical faculty who are involved with the clinical education of our students. CIs and CCEs are entitled to rights and privileges as a result of their participation.

ECC’s PTA Program Director and program faculty are available to assist the clinical site and CI in providing opportunities for professional development and continuing education. Opportunities will be provided based on individual or clinical facility needs or requests, and in individual or group format as determined by an assessment or upon request. Assessment of Clinical Education Faculty professional development is performed by several different means including CI Self-Assessment, ongoing informal/formal interaction with the ACCE, student assessment of clinical sites and may be based on information gathered at site visits.

The intent of the program is to offer clinical education opportunities and/or in-service programs for clinicians who have served as CIs for the program at a reasonable cost.

Program academic faculty is available to provide in-services for any affiliating clinical facility on mutually agreed upon topics when time permits. ACCE is available for any coaching or individual development concerns a CI may experience.
Clinical faculty may use departmental resources located in the PTA Program classroom, laboratory and program faculty offices. CIs are encouraged to contact the ACCE for a list of available departmental resources.

Clinical faculty are allowed use of ECC’s Renner Academic Library and its resources:

- Reference assistance by phone (847) 214-7354 or email libref@elgin.edu
- Reference assistance using instant messenger: chat box on library.elgin.edu
- Interlibrary loans if residence in district 509
- On campus use of Renner Academic Library databases for research
- Books, recorded books, CDs and DVDs available for checkout if residence in district 509
- Research appointments available
- library.elgin.edu

In regard to actual clinical experiences, the clinical faculty can immediately remove a student from the clinical site whose performance is unsatisfactory and unsafe. If a student is asked to be removed by a CI for safety issues/concerns and/or ethical/professional issues, the student immediately fails the clinical course, receives an F grade for the course and is dismissed from the program. A clinical instructor may give and require a student to complete specific assignments to support the learning process and if the student does not comply, this is considered unprofessional behavior and may impact the course and result in other consequences depending on the severity of the situation. The ACCE is always available to the clinical faculty for support and assistance during a clinical experience.

**Responsibilities of the Clinical Instructor (CI)**

Clinical instructors provide the clinical instruction and supervision when students are engaged in the clinical education component of the curriculum. CIs are considered PTA Program clinical faculty members; but are not employed by ECC. The CI demonstrates clinical competence and a willingness to share his/her insights and rationales related to patient care. The CI is primarily responsible to the patients and to the facility which is their employer. CIs are licensed as a PT or PTA in Illinois and have one year of clinical experience. The CI not only provides supervision for the student but serves as a role model and resource, while encouraging and guiding the student and offering a safe learning environment. The CI provides opportunities for regular reviews, feedback and discussion of student clinical performance and progress to the student and the ACCE. The CI must be aware of the student’s abilities demonstrated in the clinic and provide learning opportunities and appropriate supervision and guidance for the development of the student. The CI provides feedback to the ACCE regarding performance of the student. The CI is responsible to work with the ACCE and complete requested paperwork in a timely manner.

The CI may contact the Dean of Health Professions with any complaints regarding the ACCE or ECC Program Director. Dean of Health Professions, Math, Science and Engineering is Wendy Miller (847) 214-7308; wmill@elgin.edu
Spartan Alert System *(Retention Policy)*

The ACCE should be notified *immediately* if any of the following occur or if the CI feels intervention indicated:

- Any ethical or professional behavior issues/concerns
- Any safety concerns
- Any skill validation concerns
- Any communication concerns
- At any time the CI feels the student is in danger of failing or is having serious problems.

The ACCE wants to be able to intervene as soon as there is any indication of a student having problems so that appropriate assistance may be provided to the student and/or the CI. Identifying problematic situations *prior to the midterm* would be ideal. Specific documentation (including the student’s responses to feedback and behavior) will provide evidence and assist in the process.

**Disclaimer Clause:**

No handbook can adequately address all of the situations that may arise. Situations that fall outside the regulations stated in this handbook will be first addressed by the faculty and then the PTA Program Director. The College Catalog outlines the procedures to follow if an adequate resolution cannot be reached within the department.
APPENDIX
Health Professions Division Statement on Safety

Adopted/Revised 2-26-14

Health Professions students are expected to practice safe techniques, remain drug and alcohol free, maintain a clean criminal background check, and demonstrate professional behavior at all times while on campus or in the clinical setting.

Program directors or faculty may immediately remove a student from an educational experience and recommend to the Dean of Health Professions a failing grade for a student for unsafe behavior, drug or alcohol use, background check violation, or the demonstration of unprofessional behavior (such as but not limited to: physical or verbal threats, inappropriate comments, physical abuse, offensive touching or use of force on a person without the person’s consent, verbal abuse, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person). The recommendation for removal may result in permanent dismissal from the Health Professions Division.

A student may choose to appeal a failing grade through the Grade Appeal Process as stated in the college catalog. A student may choose to appeal a permanent dismissal from the Health Professions Division through the Disciplinary Procedures as stated in the college catalog.

Health Professions Mission Statement

The mission of Health Professions is to provide quality education that supports the development of health and wellness practitioners.

Health Professions Vision Statement

The Health Professions Division will be recognized as a leader in providing quality education using innovative teaching strategies. Our students will develop confidence in their discipline through training in simulated and clinical settings. We will utilize interdisciplinary activities to instill a sense of professionalism in our graduates and nurture an appreciation for lifelong learning.
ADMINISTRATIVE PROCEDURE 3.406

References Board of Trustees Policy: GP 1
Subject: Criminal Background Checks and Drug Testing of Health Professions Program Students
Adopted: January 1, 2005
Amended: June 19, 2006, August 7, 2008; July 9, 2015; April 9, 2018;
Review: This procedure will be reviewed by the Vice President for Teaching, Learning and Student Development by June 30 of every even-numbered year.

The Illinois Department of Public Health (IDPH) – Healthcare Worker Background Check Code and the Joint Commission on Accreditation of Healthcare Organizations (TJC) have established regulations that require Elgin Community College to request criminal background checks and drug testing of all students in the Health Professions Division who participate in clinical training. The College will comply fully with the IDPH and TJC regulations governing criminal background checks and drug testing, and those requirements have been incorporated into this procedure. The results of all individual criminal background checks and drug testing will be kept in a secure location with controlled access. All individual test results will be considered confidential.

Criminal background checks and drug testing are required of all students accepted into a Health Professions program. Criminal background checks and drug tests must be completed no more than 30 days prior to the start of the semester in which students begin their Health Professions program. Results of criminal background checks and drug tests must be on file in the Health Professions Division office before beginning classes in the Health Professions Division. Students with a history of a felony or disqualifying offense, as defined on the IDPH website, without a waiver from IDPH and/or a positive drug test for illegal substances will be denied admission and/or dismissed from the Health Professions Division.

In addition, students:
• will be responsible for all costs associated with criminal background checks and drug tests (including repeat tests)
• will be responsible for independently securing all criminal background checks and drug tests from a source identified by the Health Professions Division
• will be responsible for independently contacting the IDPH to obtain additional information regarding their background check results and, if applicable, for requesting waivers for convictions that are not considered disqualifying offenses
• must notify the Health Professions division office when they have received waivers for convictions that are not considered disqualifying offenses at least two weeks prior to the start of classes; students who are not granted waivers at least two weeks prior to the start of classes must withdraw from their respective Health Professions programs
• who leave the Health Professions Division for one or more semesters will be required to repeat their drug test upon re-admission
who refuse to be tested will be considered positive for the criminal background check and/or drug test and will be denied admission to the Health Professions Division
• with a positive drug test will be referred to the Student Assistance program at ECC
• with a positive drug test may not reapply to a Health Professions program for a period of one year and must supply a letter from a professional source documenting successful rehabilitation
• with a second positive drug test will be permanently dismissed from the Health Professions Division
• whose drug test results are reported as dilute, must repeat the drug test within 24 hours of notification, or it will be considered a positive result
• must have a drug test repeated annually while in the Health Professions Division, and may be required to submit to a random drug test if there is cause
• who allegedly tamper with a drug test sample or falsify information pertaining to a drug test must repeat the drug test (collection will be witnessed) within 24 hours of notification
• who refuse to repeat the drug test within the 24 hour time period will be denied admission to the Health Professions Division.

Reference
Illinois Department of Public Health – Disqualifying Offenses
http://www.idph.state.il.us/nar/disconvictions.htm

Health Professions Discrimination Statement
Clinical experiences are planned by the Health Professions faculty/administrators to best meet student learning needs. Students may not refuse patient care assignments based on the students beliefs related to race, color, gender, sexual orientation, religion, creed, national origin, age, marital status, disability, veteran status, disease process, socio-economic status, or any other applicable basis in law.

ECC Policy 3-403 Anti-Discrimination Information and Policy and Procedure

3-403 Anti-Discrimination, Harassment, Violence, & Retaliation Policy and Procedure or
https://elgin.edu/about-ecc/college-administration/college-procedures/

ECC Policy 3-402 Affirmative Action Statement
3-403 Anti-Discrimination, Harassment, Violence, & Retaliation Policy and Procedure

ADMINISTRATIVE PROCEDURE 4.402

References Board of Trustees Policy: EP1

Subject: Student Code of Conduct

Adopted: January 20, 1996

Amended: January 31, 1997; January 30, 2001; August 3, 2006; August 23, 2010, August 21, 2013; April 9, 2015; August 3, 2017; June 4, 2018
**Review:** This procedure will be reviewed by the Vice President for Teaching, Learning, and Student Development by June 30 of every even-numbered year.

1. **Definitions**

Elgin Community College herein referred to as “College”.

College Premises includes all land, buildings, facilities or other property in the possession of or owned by, leased by, used, or controlled by the College, including adjacent streets and sidewalks. [In Health Professions this also includes off-campus instructional sites.]

College Official includes any person employed by the College, performing assigned administrative or professional duties. [In Health Professions this also includes off-campus supervisors, clinical instructors, and preceptors.]

College Community includes any person who is a student, faculty member, College official, visitor or any other person employed by the College or on College premises. A person’s status in a particular situation shall be determined by the Vice President for Teaching, Learning, and Student Development.

Organization means any number of persons who have complied with the formal requirements for recognition, through the Office of Student Life.

For more detailed information regarding Administrative Procedures, please go to elgin.edu.

2. **Student Obligations to the College**

Registration at Elgin Community College entitles each student to the rights and privileges as a member in the college community. As in other communities, students must assume the responsibilities and obligations accompanying these freedoms. The responsibility for maintaining appropriate standards of conduct, observing all College regulations, and complying with all federal, state and local laws rests with the student. Behavior for which a student is subject to disciplinary sanctions by the College, fall into these categories:

a. Acts of dishonesty, including but not limited to the following:

   1) Cheating, plagiarism, or other forms of academic dishonesty-second or multiple offenses (Refer to Administrative Procedure 4.407 Academic Integrity) [In Health Professions this also includes behavior that extends beyond the student role as well as failure to self-limit when appropriate. Also refer to Administrative Procedure 4.407 Academic Integrity with Health Professions Interpretations.]

   2) Providing false information to any College official, faculty member or office [In Health Professions this also includes off-campus supervisors, clinical instructors, and preceptors.]
3) Forgery, alteration, or misuse of any College document, record, equipment, or instrument of identification.
   [In Health Professions this also includes clinical or program documents, records, or instruments of identification.]

4) Tampering with the election of any College-recognized student organization.

b. Intentionally disrupting the orderly processes and operations of the College:

1) Interfering with the educational opportunities of other students through classroom or other disruption or inappropriate behavior, including foul language.
   [In Health Professions this also includes off-campus instructional sites.]

2) Intentionally obstructing or denying access, either pedestrian or vehicular, to facilities or services by those entitled to use such services or facilities, on campus or while attending off-campus events.

3) Intentionally interfering with the lawful rights of other persons on campus
   [In Health Professions this also includes the rights of other persons at off-campus instructional sites.]

4) Inciting others to perform acts prohibited by paragraphs (a), (b) or (c) of this section.

c. Intentional participation in demonstrations within the interior of any College building, structure or any other portion of the premises of the College which have not been approved through appropriate administrative procedures. (See Administrative Procedure 6.202 “Use and Rental of Campus Hallways, Atriums and Grounds” and Administrative Procedure 6.208 “Facilities Usage Regulations”)
   [In Health Professions this also includes off-campus instructional sites.]

d. Unauthorized entry into or occupation of any room, building or premises of the College, including unauthorized entry or occupation at an unauthorized time, or any unauthorized or improper use of any College property, equipment or facilities. (See Administrative Procedure 6.208 “Facilities Usage Regulations”)
   [In Health Professions this also includes off-campus instructional sites.]

e. Physical abuse, bullying, verbal abuse, threats, intimidation, harassment, stalking, coercion and/or other reckless conduct which threatens or endangers the health or safety of self or others, including but not limited through the use of social media and electronic communication.

f. Sexual harassment, sexual assault, sexual abuse, or stalking on College premises or at College sponsored or supervised activities. Refer to Administrative Procedure 3.403 Anti-Discrimination, Harassment, Violence, and Retaliation Policy and Procedure for more detailed information.
   [In Health Professions this also includes off-campus instructional sites.]
g. Discrimination or harassment on the basis of race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation (including gender-related identity), order of protection status, or any other status protected by applicable federal, state or local law. Refer to Administrative Procedure 3.402 Equal Opportunity and Affirmative Action Statement for more detailed information.

h. Attempted or actual theft and/or damage to property of the College or property of a member of the College community or other personal or public property.  
   [In Health Professions this also includes off-campus instructional sites.]

i. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

j. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to those persons when requested to do so.  
   [In Health Professions this also includes off-campus supervisors, clinical instructors, and preceptors.]

k. Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to College premises.  
   [In Health Professions this also includes off-campus instructional sites.]

l. Violation of published College policies, administrative procedures, rules or regulations.  
   [In Health Professions this also includes policies in student handbooks and published policies, rules or regulations at off-campus instructional sites.]

m. Violation of federal, state or local law on College premises or at College-sponsored or supervised activities.  
   [In Health Professions this also includes off-campus instructional sites.]

n. Use, possession, distribution or manufacture of illegal or controlled substances on College premises or at College-sponsored events except as permitted by law.  
   [In Health Professions this also includes off-campus instructional sites.]

o. Use, possession or distribution of alcoholic beverages on College premises or at College-sponsored events except as expressly permitted by the law and College regulations.  
   [In Health Professions this also includes off-campus instructional sites.]

p. Smoking in areas which are not designated by the College refer to Administrative Procedure 3.801 Smoking and Tobacco Use on Campus.  
   [In Health Professions this also includes off-campus instructional sites.]

q. Possession or use of firearms, explosives, firearm ammunition, incendiary devices or other weapons except as authorized by the College. Possession of dangerous chemicals with intent to do harm.
r. Conduct which is disorderly, reckless, lewd or indecent; a breach of peace; or aiding, abetting
or procuring another person to breach the peace on College premises or at functions
sponsored by, or participated in by, the College. This includes use of electronic devices with
intent to cause injury or distress.
[In Health Professions this also includes off-campus instructional sites.]

s. Theft or other abuse of computer time or services, including any violation of the Acceptable
Usage Guidelines for Electronic Student Services, which can be found in all computer labs.

1) Use of computing facilities to view or share pornography or send obscene or abusive
messages.
[In Health Professions this also includes off-campus instructional sites.]

3. Disciplinary Procedures

Complaints:
Any member of the college community may file charges against any student for misconduct using
Administrative Procedure 4.401 (Complaint Procedure).
[In Health Professions this also includes off-campus supervisors, clinical instructors, and
preceptors.]
4. **Appeal**

Following the adjudication of the complaint, the student or group or organization has the Right to Appeal to the vice president of Teaching, Learning, and Student Development using Administrative Procedure 4.408 (Appeal).

5. **Record of Complaint and/or Appeal**

After the Complaint and/or Appeal Processes have been concluded, all records of that process will be placed in a confidential file in the Dean of Student Services and Development office for a period of 5 years.
ADMINISTRATIVE PROCEDURE 4.407

References Board of Trustees Policy: G 1

Subject: Academic Integrity
Adopted: September 5, 2007
Amended: August 9, 2011; September 25, 2014; April 9, 2015; May 4, 2017; June 4, 2018
Review: This procedure will be reviewed by the Vice President for Teaching, Learning and Student Development by June 30 of every odd-numbered year.

I. Statement on Academic Integrity

Elgin Community College is committed to providing a learning environment that values truth, honesty, and justice. Academic integrity means being honest and responsible regarding any work submitted as one’s own while in a college course. Failing to do so is considered academic dishonesty. Acts of academic dishonesty include cheating, plagiarism, fabrication, complicity, submitting same work in multiple courses, and/or misconduct in research. [In Health Professions this includes the professional code of ethics for each discipline.] The purpose of academic assignments is to help students learn. The grade received shows students’ own understanding and effort. It also indicates how well they have met the learning goals in a course. In order to demonstrate that learning, the work done must always be their own and if students consult others’ work, this must be properly cited. Students who commit any act of academic dishonesty will be subject to sanctions imposed by their instructor, up to and including failure in the course. For more information on ECC’s Academic Integrity policy see www.elgin.edu/academicintegrity.

For information on how to avoid academic integrity violations, see the Plagiarism Modules available from the main menu on your D2L homepage (under the Student Support tab) or visit the ECC Library Tutorials Research Guide at http://ecclibrary.elgin.edu/tutorials/WritingYourPaper. Students may also seek assistance from Librarians as well as the Write Place staff.

II. Acts of Academic Dishonesty include, but are not limited to the following:

A. Cheating

At its most basic level, cheating is the unauthorized use of outside assistance. Cheating includes use of notes, study aids, or other devices that are expressly forbidden by the instructor for the completion of an assignment or an examination. In addition, cheating occurs when a student copies another individual’s work or ideas.

B. Plagiarism

Plagiarism is the presentation of another person’s written words or ideas as one’s own. Students are guilty of plagiarism if they submit as their own work:
• the sequence of ideas, arrangement of material, pattern of thought of someone else, even though it is expressed in the student’s own words; plagiarism occurs when such a sequence of ideas is transferred from a source to their work without the processes of digestion, integration, and reorganization in the writer’s mind, and without acknowledgement in their work.
• part or all of a written assignment copied or paraphrased from another person’s work without proper documentation; paraphrasing ideas without giving credit to the original author is also plagiarism.
• reusing or modifying a previously submitted work for a present assignment without obtaining prior permission from the instructors involved.

C. Fabrication

Fabrication is the invention or counterfeiting of data and/or research. [In Health Professions this includes patient data.]

D. Complicity

Complicity occurs when a student provides assistance in any act that violates the integrity policy. Students are guilty of being accomplices to academic dishonesty if they: [In Health Professions talking during an exam/quiz is considered sharing information, and failure to report knowledge of other students cheating is also considered an act of complicity.]

• allow their work to be copied and submitted as the work of another
• prepare work for another student and allow it to be submitted as that student’s own work
• keep or contribute materials with the clear intent that they will be copied or submitted as work of anyone other than the author
• purchase work from another source
• fail to report acts of plagiarism to their instructor; students who know their work is being copied are presumed to consent to its being copied

E. Multiple Submissions

Multiple submission occurs when a student submits the same (or largely unaltered) work in multiple courses without instructor approval. Multiple submission does not include coursework in linked courses (in which instructors develop assignments together), nor shall it cover those situations in which a student has received approval to expand or develop previous work.

F. Misconduct in Research

Misconduct in research occurs when a student violates professional guidelines or standards in research, including college standards and the Student Code of Conduct.

III. Instructor Initiated Sanctions
If an instructor identifies an act of academic dishonesty, the instructor shall determine the appropriate sanction(s) for the particular offense. If the instructor chooses one of the sanctions listed below, they must document the violation using the Academic Integrity Violation form. The form must be sent to the student via the ECC student email account, the Academic Dean, and the Dean of Student Services and Development. This enables the Dean of Students to monitor multiple offenses.

[In Health Professions these sanctions may include dismissal from the program depending on the severity of the offense. Refer to the Student Code of Conduct which lists behavior for which a student may be subject to disciplinary sanctions by the College.]

- Completion of “Writing with Integrity” course through the Write Place
- Reduced grade on assignment
- Failing the assignment
- Reduced final course grade
- Failing grade for course

Instructors have the discretion to use the offense as a “teachable moment,” which may include a verbal warning or re-doing an assignment when responding to issues related to missed or partial citations, incorrect formatting, etc. In these instances, the instructor does not need to submit the Academic Integrity Violation form.

Students are informed of their right to appeal the violation through the information contained in the Academic Integrity Violation form. The student must appeal within ten (10) days of receiving the violation form from their instructor. While an appeal is in progress, the student must be allowed to continue actively participating in the class as long as the student is in compliance with the College’s Student Code of Conduct Administrative Procedure 4.402.

All students who receive the Academic Integrity Violation form will be required to meet with the Director of Student Success & Judicial Affairs. The student will be notified by mail and email to attend the meeting. The meeting may or may not impose further sanctions at the discretion of the Director. Students will remain restricted from registration until they have met all sanctions. If a student does not attend the meeting with the Director, the case will be immediately referred to the Student Disciplinary Committee for a hearing to determine further sanctions.

A documented subsequent violation of the Academic Integrity procedure recorded with the Dean of Student Services & Development shall result in administrative sanctions as outlined in the Administrative Procedure 4.402 (Student Code of Conduct), which may include but is not limited to:

1. Disciplinary warning or probation
2. Participation in non-credit “Writing with Integrity” course
3. Suspension
4. Expulsion

IV. Appeal Process

A student charged with an act of academic dishonesty may appeal the violation charge, but not the sanction. If the appeal is approved, the sanction would change accordingly. Students should continue active participation in the course while appeals are under review. The steps outlined below shall be followed. All dates will extend from the date of the email the student receives from their instructor with the violation form. If an extension is required, it may be granted by the Vice President.

Step 1: Division Review
The purpose of step 1 is to allow for independent review of the student’s appeal:

1. To formally appeal the Academic Integrity charge, the student must submit a written statement with documentation (e.g. relevant syllabus sections, drafts, emails, research notations, etc.) to the appropriate Academic Dean for review within ten (10) days of receiving the Academic Violation form from their faculty member.

2. Within five (5) days of receiving the appeal, the Dean will review the documentation and confer with the faculty member, if available, and student to determine if the appeal has merit.

3. If the Dean determines the appeal has merit, they will work with the faculty member, if available, and the student in an effort to resolve the problem in a manner that is agreeable to both the faculty member and student. If such a solution is determined, the Dean and faculty member, if available, will work together to implement the change in sanction.

4. If the Dean denies the appeal, the student will be notified of the decision and rationale via ECC email. The faculty member will be copied on this email.

5. If either the student or faculty member are dissatisfied with the Dean’s decision, they may submit an appeal via ECC email to the Vice President of Teaching, Learning and Student Development within five (5) days of the notification. The appeal must include all necessary documentation.

Step 2: Vice President/Committee Review

The purpose of this step is to provide due process for students and faculty:

1. Within five (5) days the Vice President will review the violation, documentation, Dean’s recommendation, and the written appeal sent in by the faculty or student in reference to the Dean’s decision. The Vice President will use a rubric to determine if the appeal has merit.

2. If the appeal is denied by the Vice President, the student, instructor, and Dean shall be notified within five (5) days and the matter shall be at an end.

3. If the Vice President determines that the appeal has merit, within five (5) days of receiving that written appeal, the Vice President will notify Elgin Community College Faculty Association (ECCFA) of the need to appoint and convene an Academic Integrity Appeal Advisory Committee. The Vice President, in consultation with ECCFA, is responsible for ensuring that those designated to serve are not directly involved with the concern nor have any other conflict of interest. The committee will be comprised of the president of the student government or that person’s designee and three faculty members from three different academic disciplines, including one from the course discipline or closely related field and two from outside of the course discipline.

4. ECCFA will consult with the Vice President and will select these members within ten (10) days of receipt of the request. If for any reason ECCFA is unable to do so, the Vice President will appoint the committee members by the end of the ten (10) days. The faculty members will elect the chair of the committee.
5. The committee will hold formal hearing(s) at which the student and the faculty member may provide documentation. The student must be advised of his or her right to be accompanied by an advisor (who may be an attorney, but may not participate in the hearings except as an advisor to the student). The faculty member may also bring an advisor (who may be an attorney, but may not participate in the hearings except as an advisor to the faculty member). All committee hearings shall be confidential.

6. The committee shall review the evidence and make a written recommendation to the Vice President of Teaching, Learning, and Student Development within three (3) days of the last hearing. The Vice President may accept or modify the Academic Integrity Appeal Advisory Committee’s recommendations and may determine additional sanctions or responses, as necessary. The Vice President will notify the faculty member, the student, the appropriate Academic Dean, and the chair of the Academic Integrity Appeal Advisory Committee of his or her decision within five (5) days of receiving the Committee’s recommendation.

7. If the Academic Integrity Appeal is upheld, the faculty member, if available, can be given the opportunity by the Vice President to change the student’s grade. If the appeal has been upheld and the faculty member refuses to change the grade, the Vice President of Teaching, Learning, and Student Development will change the grade administratively. If needed, the final course grade may also need to be recalculated based on the course syllabus.

**Health Professions Dismissal Policy**

Students are responsible for maintaining appropriate standards of conduct as described in this student handbook and the Student Code of Conduct/Discipline procedure found in the ECC college catalog. Students are expected to observe Physical Therapist Assistant program regulations and meet professional standards as outlined in the APTA Physical Therapist Assistant code of ethics.

A written warning will be initiated for infractions of program regulations or professional standards. A copy of the written warning will be kept on file in the Dean of Health Professions office. A copy will be kept in the program student file.

Students who continue to violate program regulations or professional standards in which they have previously been given a warning may result in immediate action, a student may be dismissed from the Physical Therapist Assistant program without a written warning.

Students who have been permanently dismissed from the Physical Therapist Assistant program are permanently dismissed from the Health Professions division at ECC.

Causes for dismissal include, but are not limited to:

1. Unprofessional or dishonest behavior
2. Actions which jeopardize patient safety
3. Infractions of clinical facility policy
4. Results of the background check and drug test not completed by due dates provided by the PTA program.
5. Results of subsequent annual drug test not completed by the first day of fall class of the second year, the 4th semester.

Dismissal Procedure

1. Program officials will review all facts and documentation related to the student’s violation of program regulations or professional standards.

2. If warranted, the program official will prepare a Notice of Permanent Dismissal that outlines the specific reasons for the dismissal.

3. The program official will meet with the student to present the Notice of Permanent Dismissal. A student who is dismissed from the Physical Therapist Assistant program will not be permitted to attend any further Physical Therapist Assistant classes/clinical and will receive failing grades in the Physical Therapist Assistant courses in which they are enrolled.
Due Process / Student Appeal
Students have the right to file a complaint regarding issues that they feel require a resolution. Students should follow the appropriate Student Appeal/Complaint procedure or Grade Appeal procedure as outlined in the ECC college catalog.

Health Professions Contract of Social Media Conduct

In exchange for the educational opportunities provided to me by the clinical agencies, I agree to comply with all state, local, and federal requirements governing the privacy of medical information. Those privacy requirements have been explained to me, and I have had training in complying with these requirements. I agree to uphold all HIPAA and other privacy requirements during my clinical rotations.

I understand that I am bound to comply with all privacy requirements when I am not at the clinical rotation, including in my conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information I obtain, see, or am given during my clinical rotations. To uphold the privacy of such information, I agree to not post or discuss any clinical experience or information regarding my experience with the clinical agency, its staff, or its clients/patients on any internet social media. I will be prohibited from returning to the clinical site if I violate any privacy requirement in any regard. Video/audio recording is only permitted with faculty/staff approval. If not approved, students are prohibited from all forms of video/audio recordings. Video/audio recording is also prohibited from being shared with individuals or any internet social media. Videorecording of physical assessment skills are not allowed under any circumstance. Such violation(s) may result in a delay in completing my degree requirements or in further disciplinary action against me by Elgin Community College.

ADMINISTRATIVE PROCEDURE 1.202

References Board of Trustees Policy: EP 1

Subject: Schedule Changes and Course Withdrawals
Adopted: April 30, 2014
Amended: July 2, 2015; April 9, 2018
Review: This procedure will be reviewed by the Vice President for Teaching, Learning and Student Development by June 30 of every odd-numbered year.

Schedule Changes

Students making changes to their class schedule after registering may make those changes online at [http://www.elgin.edu/portal](http://www.elgin.edu/portal) or in the Registration Office B105. Students may make changes to their schedule until 11:59pm the day before a class meets for the first time in the second week during fall and spring semesters. During summer session, changes may be
made until 11:59pm the day before the second class meeting. For online courses, students may make schedule changes until 11:59pm the day before the section starts.

Changes which can be made during this time include adding classes, dropping one class and adding another, and changing sections of the same course. Changes will be made only if space for effective instruction is available.

Once the semester starts, courses dropped during the timeframe described above will result in a grade of Z. The Z grade carries no academic penalty and is not used in the calculation of the student’s grade point average. The Z grade will be used in the calculation of financial aid attempts. The Z grade does not apply to online courses because schedule changes are not permitted after 11:59pm the day before the class begins.

After this time frame, students may still add a class with instructor consent if space for effective instruction is available and prerequisites have been met.

All changes to schedules after the start of the semester are subject to the refund policy at www.elgin.edu/refunds.

Withdrawal (W) and Administrative Withdrawal (AW)

Students are expected to attend all enrolled classes and to meet the individual attendance requirements as identified in the class syllabus. Under no circumstances should a student stop attending class without formally withdrawing.

Student Initiated Withdrawals

After the drop grace period which results in the Z grade described above, students may formally withdraw from a class to receive a grade of W prior to the “last date to drop” as indicated on the Drop Dates by Section spreadsheet at www.elgin.edu/withdraw. The W grade carries no academic penalty and is not used in the calculation of the student’s grade point average. The W grade will be used in the calculation of financial aid attempts.

Refer to Drop/Withdrawal Dates by Section provided each semester at www.elgin.edu/withdraw. For each section offered during the semester, Drop Dates by Section includes: Start date, end date, midterm date, last date to drop at 100% tuition refund, last date to drop at 80% tuition refund, last date to drop at 50% tuition refund and last date to drop. See www.elgin.edu/refunds for the refund policy.

The refund policy is based on the length of class in weeks or days of the session in which a class begins and counts only Mondays through Fridays from the first day of the session, not the first day a class meets. It does not include Saturday, Sunday or holidays. (Related Administrative Procedures 2.102 Refunds for Credit and Non-Credit Courses and 2.103 Tuition Adjustment Advisory Council)

Faculty Initiated Student Withdrawal
Faculty must withdraw a student from class no later than midterm if the student has never attended. Midterm dates are available on the Drop Dates by Section spreadsheet at http://www.elgin.edu/withdraw. (See Administrative Procedure: Student Grades 1.103)

Faculty reserve the right to withdraw a student from class during the withdrawal period due to excessive, unexcused absence or if the student is not actively pursuing completion of the course as stated in the syllabus. To be considered actively pursuing completion in a class, a student must participate in a class or otherwise be engaged in academically related activity, such as contributing to online discussions, submitting assignments, completing tests or initiating contact with a faculty member to ask course related questions prior to the identified 10th day of classes (for classes shorter than 16 weeks, by the 80% refund date as indicated on the Drop Dates by Section spreadsheet at http://www.elgin.edu/withdraw). Students not actively participating in accordance with the class syllabus may be withdrawn and held responsible for all tuition and fees associated with the class.

In order to withdraw a student after the midterm date of a section and no later than the last day to drop, faculty must submit an email to records@elgin.edu with the student’s name, ID, and course information. Faculty cannot withdraw students after the last day to drop. (see http://www.elgin.edu/grading)

Withdrawal for Nonpayment
The College reserves the right to cancel a student’s enrollment for nonpayment of tuition and fees.

Administrative Withdrawal
Students may not withdraw themselves from class after the last day to drop and need to request an administrative withdrawal from the Director of Student Success & Judicial Affairs (primary contact) or the Dean of Student Services and Development (secondary contact). Requests for administrative withdrawal must be formally submitted within one (1) calendar year of the last day of the semester in which the class(es) were taken. The process is as follows:

The student formally requests, in writing, an administrative withdrawal from the Director of Student Success & Judicial Affairs or alternate (Dean of Student Services and Development) using the Office of the Dean of Student Services and Development AW Request form. An administrative withdrawal is usually required for all classes the student is enrolled in during the semester in which the qualifying event took place. The request must be accompanied by appropriate documentation identifying the reason for withdrawal and the impact the situation had or will have on the student’s ability to successfully complete the semester. The documentation will be kept in a confidential file in the Director of Student Success & Judicial Affairs’ office.

The Director of Student Success & Judicial Affairs or alternate will review the documentation to determine the appropriateness of the request.
If the Director of Student Success & Judicial Affairs or alternate does not believe the request is justified, that person shall notify the student, in writing, of that decision. The student may appeal that decision within five school days to the Dean of Student Services and Development if the decision was rendered by the Director of Student Success & Judicial Affairs, or to the Vice President of Teaching Learning and Student Development if the decision was rendered by the Dean of Student Services and Development.

If the Director of Student Success & Judicial Affairs or alternate believes the documentation provides a basis for granting an administrative withdrawal, that person will notify all affected faculty, in writing. Faculty will have five school days to respond, in writing, to the request. Faculty may respond in one of three ways:

- concur with the finding or
- provide a written response opposing the withdrawal or
- request a meeting with the Associate Director of Student Success & Judicial Affairs or alternate to review the case.

If there is no response by the faculty within five school days the faculty is deemed to have concurred with the findings of the Director of Student Success & Judicial Affairs or Dean of Student Services and Development.

If, after consultation with the faculty, the Director of Student Success & Judicial Affairs and/or Dean of Student Services and Development still believe the administrative withdrawal is warranted, one of them will notify all affected faculty of that decision. If there is still disagreement, the faculty have two school days to voice their concerns to the Vice President of Teaching Learning and Student Development who will then review the decision.

If the request is approved, the student will receive an “AW” (Administrative Withdrawal).

The AW is not used in the calculation of the student’s grade point average; however, the AW is used in the calculation of credit hours attempted as part of the financial aid satisfactory academic progress policy. The College refund policy will apply to students who qualify for administrative withdrawal.

**ADMINISTRATIVE PROCEDURE 4.403**

*References Board of Trustees Policy: G1:5*

**Subject:** Appeal of Final Grade  
**Adopted:** August 29, 1997  
**Amended** August 22, 2006; July 18, 2007; August 23, 2010; April 30, 2014; June 4, 2018;
Review: This procedure will be reviewed by the Vice President for Teaching, Learning and Student Development by June 30 of every odd-numbered year.

Purpose:
The purpose of the grade appeal process is to allow students to appeal a final course grade under specific, limited circumstances. The grounds for a student appeal shall include the following:

1) The grade was based on an error in calculation.
2) The assignment of the grade was arbitrary and capricious, which is defined as a grade that is assigned on one or more of the following:
   a) The grade was based on criteria other than those established in the syllabus and/or the assignment sheet.
   b) The grade was determined on some basis other than the student’s performance in the class.
   c) The standards and/or criteria on which the grade was based deviated significantly from accepted norms within the discipline.
   d) The standards and/or criteria on which the grade was based do not measure appropriate student learning, as defined by the course outcomes listed on the syllabus or course outline.

It is the responsibility of faculty members to establish grading standards for their courses. All faculty shall provide students with a current course syllabus that describes the grading standards as required by the agreement between Elgin Community College and the Elgin Community College Faculty Association (Section 4.31).

Calculation of Time Periods:
For the purposes of this policy, the term “days” will refer to any day the college is open (e.g. Monday through Friday, or Monday through Thursday during the summer). The Vice President of Teaching, Learning and Student Development may extend timelines under certain circumstances (e.g. when faculty are not available for consultation).

Grades Affecting Graduation:
If a student appeals a grade where the outcome of the appeal could affect the student’s ability to graduate, all parties agree to handle the appeal in the most expedient manner possible, all time frames above notwithstanding.

Appeal Process:
The sections below describe the process for appealing a grade. See the diagram at the end of this document for a visual representation of this multi-phase process.

Phase I: Informal Resolution
The purpose of Phase 1 is for the faculty member and the student to resolve the disagreement following and documenting these steps:

Step 1: The student must contact the faculty member within ten (10) days from when the final class grade is due (Registrar’s deadline for final grades) with a written request to the faculty email account identified in the course documents for a review/accounting of the grade. (Students in short-term classes that end before the scheduled end of the semester are encouraged to check their grades online within ten (10) days of the end of the course.)

Step 2: The faculty member, if available, must respond in writing to the student’s Elgin Community College email account within ten (10) days from the day the student contacts the faculty member.

If the student and faculty member cannot reach an agreement or if the faculty member is unavailable, the student may move on to Phase 2.

**Phase 2: Division Review**

The purpose of Phase 2 is to allow for independent review of the student’s appeal by following and documenting these steps:

Step 1: To formally appeal a grade, the student must submit a written statement using the Grade Appeal Form and provide relevant course documentation (e.g. graded tests/papers, assignment sheets, rubrics, etc.) to the appropriate Academic Dean for review within ten (10) days of receiving the faculty member’s response (or if ten (10) days has passed with no response).

Step 2: Within ten (10) days of receiving the appeal, the Dean will review the documentation and confer with the faculty member, if available, and student to determine if the appeal has merit. If the Dean determines that the appeal has merit, the Dean will work with the faculty member, if available, and the student in an effort to resolve the problem in a manner that is agreeable to both the faculty member and student. If such a solution is determined, the Dean and faculty member, if available, will work together to implement the solution as noted in Phase 4, Step 1.

Step 3: If such a solution is not found within ten (10) days, the Dean will forward the recommendation(s) to the Vice President of Teaching, Learning and Student Development, to proceed to Phase 3.

If dissatisfied with the Dean’s recommendation, the student or faculty member may submit a written appeal to the Vice President of Teaching, Learning and Student Development within five days of the Dean’s recommendation to proceed to Phase 3.
**Phase 3: Vice President/Committee Review**

The purpose of Phase 3 is to provide due process for students and faculty by following and documenting these steps:

- **Step 1:** If the appeal is denied by the Vice President, the student shall be notified within five (5) days and the matter shall be at an end.

- **Step 2:** If the Vice President determines that the appeal has merit, within five (5) days of receiving that written appeal, the Vice President will notify ECCFA of the need to appoint and convene a Grade Appeal Advisory Committee. The Vice President, in consultation with ECCFA, is responsible for ensuring that those designated to serve are not directly involved with the concern nor have any other conflict of interest. The committee will be comprised of the president of the student senate and three faculty members from three different academic disciplines, including one from the course discipline or closely related field and two from outside of the course discipline.

- **Step 3:** ECCFA will consult with the Vice President and will select these members within ten (10) days of receipt of the request. After ten (10) days, if ECCFA is unable to fulfill the request, the Vice President shall appoint, in consultation with ECCFA, the faculty representatives for the committee. The faculty members will elect the chair of the committee.

- **Step 4:** The committee will hold formal hearing(s) at which the student and the faculty member may provide documentation. The student must be advised of the student’s right to be accompanied by an advisor (who may be an attorney, but may not participate in the hearings except as an advisor to the student). The faculty member may also bring an advisor (who may be an attorney, but may not participate in the hearings except as an advisor to the faculty member). All committee hearings shall be confidential.

- **Step 5:** The committee shall review the evidence and make a written recommendation to the Vice President Teaching Learning Student Development within three days of the last hearing. The Vice President may accept or modify the Grade Appeal Advisory Committee’s recommendations and may determine additional sanctions or responses, as necessary. The Vice President will notify the faculty member, the student, the appropriate Academic Dean, and the chair of the Grade Appeal Advisory Committee of the Vice President’s decision within five (5) days of receiving the Committee’s recommendation.

**Phase 4: Resolution**

The purpose of Phase 4 is to implement the findings of the grade appeal process by following and documenting these steps:

- **Step 1:** If the Dean (in Phase 2) or the Grade Appeal Advisory Committee (in Phase 3) finds merit in the appeal, the faculty member, if available, will be given an opportunity to
change the student’s grade prior to the Academic Dean or Committee reporting to the Vice President. The Academic Dean or Chair of the Grade Appeal Advisory Committee will notify the Vice President of Teaching, Learning and Student Development of the faculty member’s decision in his or her report to the Vice President.

Step 2: If, after all appropriate steps, the grade appeal has been accepted and the faculty member refuses to change the grade, the Vice President Teaching Learning Student Development will change the grade administratively.

**ADMINISTRATIVE PROCEDURE 4.401**

*References Board of Trustees Policy: EP1*

**Subject:** Complaint Procedure  
**Adopted:** January 20, 1996  
**Amended:** November 15, 1996; August 29, 1997; January 30, 2001, December 17, 2002; August 3, 2006; August 23, 2010; August 21, 2013; July 9, 2015; June 4, 2018;  
**Review:** This procedure will be reviewed by the Vice President for Teaching, Learning, and Student Development by June 30 of every even-numbered year.

Elgin Community College acknowledges that a student or group of students, such as a student club or organization, may have a difference of opinion with regard to policies, practices and procedures of the College. Assurance is given by Community College District 509 that should genuine grievances arise, students adhering to the following procedures have the right to a hearing and resolution of complaints in a prompt and fair manner without fear of retribution.

This Complaint Procedure is not intended to limit the options of the College or of a student or group of students, but to resolve any difference mutually and informally. Copies of this procedure and form are available in the offices of the Student Success Center, Student Life, vice presidents, deans and directors. Students seeking procedural assistance may contact the Dean of Student Services and Development or his/her designee.

1. **Types of Complaints:**

   Students may file a complaint seeking investigation and possible resolution of grievances on topics including, but not limited to, the following:
   a. Academic regulations. (Academic regulations may have specific procedures.)
   b. Privacy (See Administrative Procedure 4.103 Student Academic Records.)
   c. Administration of ECC policy, practices, or procedures.
   d. Official Incident Reports from ECC Police detailing on campus incidents may be considered as complaints.
e. Disciplinary charges. (See Administrative Procedure 4.402 Student Code of Conduct.)

f. Complaints about treatment of students by college employees. (Students filing a complaint about a college employee should follow step 2.)

g. Discrimination because of race, color, national origin, ancestry, sex/gender/gender identity, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state or local law in matters of admissions, programs, courses, activities, facilities, financial aid, or student employment. (The process begins with a meeting with the Title IX Officer in the President’s Office.)

h. Sexual harassment. (See Administrative Procedure 3.403 Anti-Discrimination, Violence, and Retaliation Policy and Procedure (The process begins with a meeting with the Title IX Officer in the President’s Office.)

i. Disabilities accommodations. (See Procedure 3.501 Individuals with Disabilities.)

2. **Filing a Complaint Against a College Employee:**

   Every attempt will be made to resolve a complaint informally at the point of origin (faculty, staff, administrator). The procedures are listed in sequence as follows. The student can request support from the Dean of Student Services and Development, Director of Student Success and Judicial Affairs or person of his/her choice in this process:

   1. Within 20 school days of the situation, the student communicates with the individual or group with whom the student has a complaint, in an attempt to informally resolve the issue.

   2. If there is no resolution of the issue, the student forwards the complaint in writing to the supervisor of the individual named in the complaint. The incident or situation should be described as specifically and completely as possible. A statement of the relief proposed to resolve the situation must be articulated. It is the responsibility of the student to provide sufficient and tangible documentation or evidence to support their allegation.

   Should the complaint have the potential to result in employee discipline, the supervisor of the employee should consult with the Chief Human Resource Officer to ensure that the interface between the student’s right to a hearing of their complaint is balanced with the employee’s contractual protections. The supervisor must respond to the student in writing within ten (10) school days after the student forwards the formal complaint to them. Responses may include investigation, dismissal of the charge, mediation, discipline, or other. Confidentiality of personnel records prevents the outcome being reported to the complainant in most cases.

3. **Filing a Complaint Against a Student:**

   Any member of the college community may file charges against any student for misconduct, as defined by the Student Code of Conduct (Administrative Procedure 4.402). A charge involving a student must be filed in writing with the Director of Student Success and Judicial Affairs within twenty (20) school days of the alleged incident. Official incident reports from the ECC police detailing on-campus incidents may be considered as complaints. The Director of Student Success
and Judicial Affairs must forward a copy of the charge to the Dean of Student Services and Development. The Director of Student Success and Judicial Affairs must also notify the student accused of the infraction.

The Director of Student Success and Judicial Affairs will conduct a preliminary investigation of the charge or the complaint to determine if the charges have merit and/or if they can be disposed of by mutual consent of the parties involved on a basis acceptable to the Director of Student Success and Judicial Affairs. If the charges cannot be disposed of by mutual consent, the Director of Student Success and Judicial Affairs may, after investigation, decide to warn and inform the student(s) involved or call for a hearing.

Either party, the complainant or the accused, may waive the investigation and go directly to a hearing. The Director of Student Success and Judicial Affairs will inform the accused person(s) of the decision reached following the investigation in writing, either in person or by certified mail. The student may appeal the decision of the investigation and request a hearing.

a. Interim Suspension:
   In certain circumstances, the Dean of Student Services and Development or a designee, may impose an interim suspension prior to a hearing before the disciplinary hearing board. Interim suspension may be imposed only to ensure the safety and well-being of a member of the College community or any persons involved in on or off campus learning activities including but not limited to clinical and observation hours; to ensure the preservation of College property; to ensure the student’s own physical or emotional safety and well-being or if a student poses a threat of disruption or interference with the normal operation of the College.

   During interim suspension, a student may be denied both physical and virtual access to the campus (including classes) and/or other College activities or privileges, as the Dean of Student Services and Development may determine to be appropriate, for which the student might otherwise be eligible. The Dean of Student Services and Development will notify the student in writing either in person or by certified mail of the interim suspension.

   The Dean of Student Services and Development or her/his designee will notify the Director of Student Success and Judicial Affairs and the Campus Police Department immediately when a student has been put on interim suspension.

   The Director of Student Success and Judicial Affairs will set a hearing date as soon as practicable. The Director of Student Success and Judicial Affairs will notify the student by certified mail with the date of the hearing, as well as the hearing procedural information.

b. The Hearing:
   i. The college shall have a Student Disciplinary Committee, the composition of which is established annually, to ensure due process for all students. Membership of the committee shall be composed of the following members, upon recommendation by their constituent groups, and appointed by the President of the College:
      1) One or two faculty member(s)
      2) One or two members of the support staff
3) One administrative member
4) One or two student member(s) appointed by the Student Government or Student Life in the event of a conflict of interest
5) The chair of the Student Disciplinary Committee and non-voting member will be the Director of Student Success and Judicial Affairs

ii. Functions of the Committee are to hear from a student charged with an infraction that may result in disciplinary action; to make a recommendation to the Dean of Student Services and Development based only on evidence introduced at the hearing and to recommend one or more of the following sanctions:
1) Dismissal of the complaint
2) A written reprimand
3) An obligation to make restitution or reimbursement
4) A suspension or termination of particular student privileges
5) Disciplinary probation
6) Suspension from the College
7) Expulsion from the College
8) Any combination of the above sanctions

Any member of the Student Disciplinary Committee may excuse themself from serving if that person identifies a conflict of interest in serving. The committee member must secure a substitute and inform the Director of Student Success and Judicial Affairs prior to the hearing.

c. Procedures for Hearings:
1. Procedural Duties:
   At least seven school days prior to the date set for a hearing before the Committee, the Director of Student Success and Judicial Affairs shall notify the student in writing either in person or by sending a certified letter to the student's last known address providing the student with the following information:
   1) A restatement of the charge or charges
   2) The time and place of the hearing
   3) A statement of the student's procedural rights

   With approval from the student, the hearing may be held prior to the expiration of the seven day advance notification period, if the Dean of Student Services and Development concurs with this change.

d. Procedural Rights of Students include the following:
1. The right to counsel or advisement. The role of the person acting as counsel or advisor is solely to advise the student. The counsel or advisor speaks only to the charged student; not to the Student Affairs Committee. The school is not responsible for providing counsel for students. This is a disciplinary hearing, not a trial.
2. The right to produce witnesses, documentation, and evidence. The student shall be allowed to present relevant documentation and to produce pertinent witnesses to the incident/issue.
iii. The right to information. All relevant records, not restricted for official use, will be made available to the student(s) for use as documentation in the hearing. A request for relevant records must allow due time for processing and must not be in violation of the Family Educational Rights and Privacy Act (FERPA), which is described in the ECC catalog.

iv. The right to privacy during the hearing. All procedures and meetings including name and related information will be confidential unless otherwise mutually agreed upon by the student(s) and College authorities.

v. Right to no reprisals or retaliation. Student(s) who are involved in a disciplinary procedure will not be subjected to reprisals, retaliation or different treatment because of their participation.

vi. The right to know the identity of the person(s) bringing the charges.

vii. The right to hear witnesses on behalf of the person bringing the charges.

viii. The right to testify or to refuse to testify without such refusal being detrimental to the student.

e. The Conduct of Committee Hearings:
Hearings before the Committee shall be confidential and shall be closed to all persons except the following: Student, Advisor/Counsel, Witnesses who shall be defined as persons related to the incident, who are allowed to give testimony singularly and in the absence of the other witnesses and leave the hearing meeting room immediately upon completion of the testimony.

The hearing will be audio recorded electronically until the committee goes into closed session. A record of the open session will be prepared by the Director of Student Success and Judicial Affairs. The recording will be destroyed at the end of the hearing or the appeal (if one occurs).

The Director of Student Success and Judicial Affairs will write the narrative of the process and forward the recommendation of the Student Disciplinary Committee to the Dean of Student Services and Development.

The Dean of Student Services and Development will advise the complainant and the accuser in writing of his/her determination and of the sanction(s) imposed, if any, within five (5) school days.

f. Disciplinary Sanctions:
The Dean of Student Services and Development may impose any one or a combination of the following disciplinary sanctions. The sanctions that may be imposed will include but are not limited to the following:

i. Disciplinary Warning: This is a strong, written warning that the same conduct or other conduct in violation of the Elgin Community College Student Code of Conduct during that student’s enrollment at the College shall result in additional disciplinary action. A copy of the Disciplinary Warning will be placed in the student’s confidential file maintained in the Dean of Student Services and Development Office for five (5) years from the disposition of the case.

ii. Disciplinary Probation: A student on disciplinary probation may continue to attend classes but may not participate in any student activities or intercollegiate activities during the
period of Disciplinary Probation. Probation is for a designated period of time. Any further violations of the Student Code of Conduct may lead to suspension or expulsion from the College.

iii. Restitution: A student may be required to pay for the repair or replacement cost for any damage that person causes to property, real or personal. A student may be required to provide specific in-kind services.

iv. Educational Sanction: A student may be required to participate in a specific program(s), either of an educational nature or counseling nature, including but not limited to instruction or research. The student is responsible for all expenses arising out of or related to the requirements of this Sanction, including expenses for education, counseling or treatment, where such expenses are incurred.

v. Exclusion from College Facilities or Activities: A student may be prohibited from attending one or more classes or courses, undertaking College employment, entering a building, participating in some or all extra-curricular activities sponsored by the College, representing the College in an official capacity, or using other services provided by the College. Such exclusion shall be:
1) for a definite period of time or
2) until certain requirements placed on the student are completed, or
3) indefinitely

vi. Disciplinary Suspension: A student may be suspended from the College for a specific period of time. Such suspension may include being withdrawn from courses, denial of participation in any College-sponsored activities and/or employment with the College during the term of suspension. Upon completion of the terms of the Disciplinary Suspension the student must meet with the Director of Student Success and Judicial Affairs to begin the process of being readmitted to the College.

vii. Expulsion: Where a student has committed very serious violations of the Elgin Community College Student Code of Conduct and/or has a record of multiple violations and/or disciplinary actions, the student may be permanently dismissed from Elgin Community College.

More than one of the sanctions listed above may be imposed for any single violation.

Disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s confidential record. A disciplinary record will be maintained in the Dean of Students’ office for five (5) years after final disposition of the case.

The following sanctions may be imposed upon groups or organizations:

a. Disciplinary Sanctions listed previously, plus

b. Deactivation: Loss of all privileges, including college recognition, for a specified period of time.

In each case in which a disciplinary hearing committee determines that a group or organization has violated the Student Discipline Procedure, the sanction(s) will be recommended by the Student Affairs Committee and communicated by the Director of Student Success and Judicial Affairs who writes up and submits the narrative to the Dean of Student Services and Development. The Dean of Student Services and Development is not limited to sanctions recommended by members of the disciplinary
body. Following the hearing the Dean of Student Services and Development will advise the complainants and the accuser in writing of the determination and the sanction(s) imposed, if any, within five (5) school days.

4. **Appeal:**

   The student or student club/organization has the right to appeal the decision according to the Administrative Procedure 4.408 Appeal.

5. **Record of Complaint:**

   After the process is concluded, all records will be filed in the Dean of Student Services and Development office for a period of five (5) years.

**Complaint forms** may be obtained from the Dean of Student Services and Development Office, room B105.13 and online. The Dean will forward the complaint form to the appropriate party in the next step of the process, if needed.

**ADMINISTRATIVE PROCEDURE 4.408**

**References Board of Trustees Policy: EP: 1**

**Subject:** Appeal for Complaint Procedure  
**Adopted:** August 23, 2010  
**Amended:** August 21, 2013; July 9, 2015; June 4, 2018;  
**Review:** This procedure will be reviewed by the Vice President for Teaching, Learning, and Student Development by June 30 of every even-numbered year.

Elgin Community College offers an appeal process for various types of college decisions including but not limited to final grades, judicial decisions, or other special circumstances that a student feels should be reconsidered. The purpose of an appeal is usually to allow the student to explain extenuating circumstances or to provide additional information that may not have been available at the time that the decision was made.

Following an informal disposition of a complaint or adjudication of a complaint (Administrative Procedure 4.401 Complaint Procedure), a dissatisfied student may appeal the decision of the Academic Dean or Student Disciplinary Committee and Dean of Student Services and Development by following the appropriate process:
**Appeal:**

The student has the right to appeal the decision to the appropriate Vice President. The student must submit the appeal in writing within ten (10) school days of receiving hearing outcome. The written appeal is to be submitted to the Dean of Student Services and Development who will forward it to the appropriate Vice President. The responsible Vice President will inform the student of their decision in writing within ten (10) school days of receiving the appeal. This decision is final.

**Other Types of Appeals**

Students may contact the Dean of Student Services and Development or Director of Student Success and Judicial Affairs for assistance in locating the specific appeal procedure. The following special types of appeals must follow the appropriate procedures outlined in Elgin Community College catalog, curriculum handbooks, or administrative procedures:

a. Program Admission to Health Professions programs with selective admission processes
b. **Financial Aid Suspension and/or Maximum Time Frame** (Satisfactory Academic Progress Policy for Financial Aid)
c. **Refunds for Credit and Non-Credit Courses** (Administrative Procedure 2.102) [www.elgin.edu/paymentpolicies](https://www.elgin.edu/paymentpolicies)
d. **Placement Test Appeals** (Administrative Procedure 4.404)
e. **Academic Integrity** (Administrative Procedure 4.407)
f. **Standards of Academic Progress** (Administrative Procedure 1.102)
g. **Appeal of Final Grade** (Administrative Procedure 4.403)

**ECC Administrative Policies:**

Please refer to the college catalog for other [Administrative Policies and Procedures](https://elgin.edu/about-ecc/college-administration/college-procedures/) or follow the link [https://elgin.edu/about-ecc/college-administration/college-procedures/](https://elgin.edu/about-ecc/college-administration/college-procedures/)

For a complete listing of [Administrative Policies](https://enet.elgin.edu/adminprocedures.aspx) go to [https://enet.elgin.edu/adminprocedures.aspx](https://enet.elgin.edu/adminprocedures.aspx)

Some of the important student related Administrative Policies include:

- Policy: 1-102 Standards of Academic Progress
- Policy: 1.202 Schedule Changes and Course Withdrawals
- Policy: 1.203 Course Retake
- Policy: 1.301 Academic Residency
Bloodborne Pathogen Exposure Policy

Scope: Applies to all students enrolled in ECC Health Professions programs

Policy Statement: In accordance with the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogen Standard, all students who have an exposure incident to bloodborne pathogens while engaged in Elgin Community College’s sponsored health professions programs will benefit from prompt medical attention, including baseline and follow-up laboratory testing as necessary.

Definitions:
Blood: human blood, human blood components, and products made from human blood.
Bloodborne pathogens: pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
Other potentially infectious materials include:
- Amniotic fluid
- Body tissues
- Organs from a human
- Semen
- Cerebrospinal fluid
- Pericardial fluid
- Peritoneal fluid
- Pleural fluid
- Saliva (in dental procedures)
- Vaginal secretions

Contaminated: The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated sharps: any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes and exposed ends of dental wires.

Exposure Incident: a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that results from the performance of a student’s duties.

Parenteral: Piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts and abrasions.

Personal Protective Equipment: Specialized clothing or equipment worn by a student for protection against a hazard. General work clothes (e.g. uniforms pants, shirts or blouses) not intended to function as protection against a hazard are not considered personal protective equipment. Examples include but are not limited to:
- CPR barrier
- Face shields/masks/goggles: are to be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated.
- Gloves: to be worn when it can reasonably be anticipated that the student may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures and when handling or touching contaminated items or surfaces. Disposable gloves such as surgical or examination gloves must be replaced as soon as practical when contaminated or as soon as feasible when they are torn or punctured or when their ability to function as a barrier is compromised. Disposable (single use) gloves are not to be washed or decontaminated for re-use.
- Gowns/aprons and other protective body clothing: to be worn as a barrier between general clothing and a potential exposure hazard.

Standard Precautions: An approach to infection control. According to the concept of Standard Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

Procedure:
Clinical/Lab Practices
1. All students will be presented current Blood Borne pathogen educational information per program policies. Additional training will be provided for any changes or updates.
2. Students who do not complete Blood Borne Pathogen training will not be allowed in the clinical or lab area.
3. All students will apply the practice of Standard Precautions and Infection Control in each task they perform. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.
4. Contaminated sharps must be disposed immediately after use in a puncture resistant container, labeled with a biohazard warning and leak-proof on the sides and bottom.
5. Contaminated needles or sharps are not bent, recapped or removed. If recapping or needle removal is necessary, it is accomplished through the use of a medical device or a one-handed technique under the direct supervision of a healthcare practitioner or instructor.
6. The needle or sharps safety device must be activated immediately after use according to the manufacturer’s intended guidelines.
7. Students should notify the supervising healthcare practitioner or instructor of any sharps containers that are overfilled.
8. The student shall never attempt to retrieve any item that has been disposed of in a sharps container.
9. Broken glassware which may be contaminated shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dust pan, tongs, or forceps.
10. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses is prohibited in clinical areas where there is potential for exposure to blood borne pathogens.
11. If the student brings food and/or drink to the clinical site, it is not to be kept in refrigerators, freezers, on countertops or in other storage areas when blood or potentially infectious fluids are present. It may be stored in the refrigerator or area for facility employee food/drinks. It may not be stored in the same areas as patient food or drink.
12. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances.
Personal Protective Equipment
1. The student will wear appropriate personal protective equipment provided by the facility such as, but not limited to: gloves, gowns, laboratory coats, face shields or masks and eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices.
2. Personal protective equipment will be considered “appropriate” only if it does not permit blood or other potentially infectious materials to pass through to or reach the student’s uniform, street clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
3. All personal protective equipment shall be removed prior to leaving the work area.
4. When personal protective equipment is removed it shall be placed in an appropriately designated area or container for storage, washing, decontamination or disposal.
5. Gloves shall be worn when it can be reasonably anticipated that the student may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures; and when handling or touching contaminated items or surfaces.
6. Disposable (single use) gloves, such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.
7. Disposable (single use) gloves shall not be washed or decontaminated for re-use.
8. Masks in combination with eye protection devices, such as goggles or glasses with solid side shields or chin length face shields, shall be worn whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
9. Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinic jackets or similar outer garments shall be worn in occupational exposure situations. The type and characteristics will depend on the task and degree of exposure anticipated.

Post-Exposure Practices
Working in the health field involves an assumption of risk.

1. Students shall follow the correct protocol, procedures, and policies of host facility and OSHA to keep the risk for injury or illness at a minimum.
2. In the event that an exposure occurs, the student assumes the responsibility for testing, treatment, and any other expenses.
3. Following any contact of body areas with blood or any other infectious material, students shall thoroughly wash the exposed area.
4. Students must notify their clinical instructor immediately of any exposure or possible exposure.
5. The student should seek medical attention immediately to determine what type of follow-up is necessary. Post exposure care for Hepatitis B and HIV should be administered as soon as possible (within the first few hours) after the exposure incident for maximum effectiveness.
6. Follow-up documentation will be submitted to the appropriate ECC Program Director which includes the route of exposure and the circumstances related to the incident. Refer to attached Exposure/Incident Report Form.
Reporting of Clinical Exposure Incidents
The report of the clinical incident documents events that are breaches of professional practice. A clinical incident occurs when there is a violation of professional standards or requirements, or if there is unsafe patient care or medication administration procedures; and the clinical agencies require an institutional specific “incident report”. Safety practices at the clinical agencies and at Elgin Community College are the responsibility of health professions faculty and students. All incidents must be reported immediately to the appropriate persons.

Procedure:
Clinical incidents involving a Health Professions student and/or a clinical patient:
1. The student will notify clinical instructor, health practitioner or program faculty at once.
2. The student will, under the supervision of a clinical instructor, health practitioner or program faculty, notify the manager/coordinator of the department/unit.
3. The student and clinical instructor, health practitioner or program faculty, under the direction of the manager/coordinator, will follow the procedure at the clinical agency at which the incident occurred and complete appropriate “incident report” forms.
4. The student, under the direction of the program faculty/director, or clinical staff, will complete the ECC Exposure/Incident Report Form.
5. Once signed by all parties, a copy will be submitted to the Dean of Health Professions.
6. Financial obligations incurred as a result of the incident will be the responsibility of the student.

Reference: Occupational Safety and Health Administration (OSHA) Standard Number 1910.1030

Submit copy of completed form to both the Program Director and Dean of Health Professions
Exposure / Incident Report Form

Working in the health field involves an assumption of risk. Students shall follow the correct protocol, procedures, and policies to keep the risk for injury or illness at a minimum. In the event that an exposure occurs, the student assumes the responsibility for testing, treatment, and any other expenses.

If an exposure occurs, students should safely complete patient care and inform the clinical instructor immediately. This form will be completed in addition to any forms required by the facility and submitted to a program official.

Exposed Individual:

Name:

HP Program:

Phone: Cell: Home

Exposure:

Exposure Incident: Date: Time:

Location of Exposure: (ie. facility & department or unit)

Type of Exposure: (ie needle stick, mucous membrane, bite etc.)

Type of Device: (ie. manufacturer, safety device, type of needle etc.)

Body fluid or substance involved:

Body part(s) exposed:

Incident Details: Explain in detail what occurred:

Personal protective equipment used:

First Aid:

Was first aid performed? YES / NO (Circle one) Describe action taken:

If so, by whom?
Follow-up testing and results (attach documentation)

Faculty:
Instructor Name:

Instructor Signature:

Comments:

Facility contact to whom incident was reported:

Student Signature: Date:

Program Director Signature: Date:
Voluntary Assumption of Risk & Release of Liability

This is a release of legal rights. Read carefully prior to signing.

Elgin Community College is a non-profit educational institution. References to Elgin Community College include its officers, Board of Trustees, employees and its designated agents.

As a student in Elgin Community College’s Health Professions Division, I (print your name) ___________ freely choose to participate in the (print your program name) ___________ program in which I am enrolled. I agree as follows:

Risks: I understand that the clinical education environment for the Program in which I am enrolled through Elgin Community College contains exposures to risks inherent in activities required for participation in the Program. These risks include, but are not limited to bodily injury, communicable and infectious diseases and property damage.

Health and Safety: I have been advised to consult with a healthcare provider regarding my personal medical needs. I have obtained the required immunizations. I recognize that Elgin Community College is not obligated to attend to any of my medical or medication needs, and I assume all risks and responsibilities. In case of a medical emergency occurring during my participation in this Program, I authorize the representative of Elgin Community College to secure whatever treatment is necessary. I agree to pay all expenses related to any treatment and release Elgin Community College from any liability for any actions.

Assumption of Risk and Release of Liability: Knowing the risks described above, and in voluntary consideration of being allowed to participate in the Program, I hereby knowingly assume all risks inherent in this activity and connected activities. I agree to release, indemnify, and defend Elgin Community College and its officers, Board of Trustees, employees and its designated agents from all claims of any kind which I, the student, may have for any losses, damages or injuries arising out of or in connection with my participation in this Program.

Signature: I indicate that by my signature below, I have read the terms and conditions of participation in this Program and agree to abide by them. I have carefully read this Voluntary Assumption of Risk and Release of Liability and acknowledge that I understand it. The laws of the State of Illinois shall govern this Voluntary Assumption of Risk and Release of Liability.

First Semester
Signature: ____________________________________________ Date: ____________
Witness: ____________________________________________ Date: ____________

Second Semester
Signature: ____________________________________________ Date: ____________
Witness: ____________________________________________ Date: ____________
Contract of Handheld Technology

Classroom

PDA/Smartphones/Handheld Computers/or other smart devices – No electronics are allowed during any exams. Students may not be able to see/hear/feel these devices during exams. If faculty allow a calculator in an exam, the calculator will be provided by the school/instructor. Students with special accommodations requiring a special device must have documented departmental approval in the program director’s office before the beginning of the second week of class.

Audience Response System, ie: Clickers/Desire2Learn (D2L) – refers to an audience response system (ARS). You will be allowed to use your web enabled phone/computer/PDA for this purpose. Please note that all information you transmit is subject to editing by the instructor. Students must realize that any data transmitted via ARS may be seen by other students. It is expected that all information shared will adhere to the school’s code of conduct and the highest professional principles. Some ARS activities will be graded. These graded assignments are subject to the academic honesty policies applicable to exams and written work. False representation or other forms of cheating will be considered academic misconduct and will be referred to the Dean’s office. This policy applies regardless of whether a student is physically present or in distance education.

Clinical

PDA/Smartphones/Handheld Computers – Students using Handheld Devices (HHD) in clinical will always follow these guidelines unless prohibited by the clinical agency:

- The device will be in airplane mode at all times while being used in the clinical agency.
- The camera will not be accessed at anytime while in the clinical agency or a clients’ home
- No pictures will be taken of any person, equipment, or location that is related to clinical without prior written consent of the supervisor of that location, the director of the program, and the faculty member.
- No texting, email, or communication of any type will ever be done in front of a client or clinical agency staff member. At other times, the student must have express permission of the clinical agency and their faculty member.
- Students agree that they will sanitize their HHD with an antibacterial wipe in accordance with basic universal precaution standard (after all patient interactions and at any time one would sanitize their hands/stethoscope).

Use of portable electronic devices in clinical is regulated by the clinical agencies, local, state, and federal regulations and laws. Students are fully responsible to ensure that they adhere to all regulations at all times whether at school, at clinical, on break, or any other time. This includes proper management of confidential client information. All students are fully responsible for following all regulations of the HIPAA guidelines.

http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html

If there are any questions/concerns about whether or not certain data can be shared, stored, or transmitted students agree to refrain until clarification can be made. It is important to err on the side of caution. Any electronic device used for the purposes of transmitting educational material that is
related to clinical or client interactions must be secured with a password when not in use. This includes computers, phones, PDAs and any other such device. Any communication about a clinical or client related concept or event must be de-identified before transmission per HIPAA guidelines.

Such violation(s) of the above may result in a delay in completing my degree requirements or in further disciplinary action against me by Elgin Community College.
Intellectual Property, including Audio and Video Recordings Policy

All course materials including, but not limited to syllabi, handouts, and skills criteria, and recordings of any kind, are considered to be the intellectual property of the program faculty.

Faculty in the PTA program may or may not grant permission to record class lectures and/or labs, at their discretion. No recordings are allowed without the express consent of the faculty.

If allowed, recordings are for the sole purposes of studying and learning the material. The recordings may be made with my Smartpen, Smart phone or other recording/taping device and is for use to support my learning and/or the learning of students in my cohort group.

The student will not share, sell, post to the Internet, or in any other way disseminate the information to anyone outside of my cohort group.

The student may be asked to turn off the recording device for the sake of confidentiality in the classroom.

At the end of the course, the student will destroy all recordings.

Unauthorized use, including dissemination of any materials and information to others, will be considered to be academic misconduct.

Violations are subject to class/program/college sanctions.
STUDENT OCCURRENCE REPORT

This form is to be used by faculty, staff, Program Directors, and/or Instructional Coordinators to describe an incident an observation or interaction with a student that is deemed worth noting.

Time and Date of Occurrence (s): ________________________________

Student’s Name: ________________________________

Student’s ECC ID number: ________________________________

Student’s Course/semester in school: ________________________________

Location of Incident: ________________________________

Description of Concern (s): ________________________________

What Action was taken?: ________________________________

Printed Name of Observer: ________________________________

Signature of Observer and date: ________________________________
Library Resources Specific to Physical Therapy

The Renner Library can be reached at https://elgin.edu/life-at-ecc/library/
The library offers many services and assistance for the student.

Print, E-book, and Video Resources on Physical Therapy

This list includes print, e-book, and video resources on physical therapy. Links go to the relevant item or search list.

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&3%2C%2C20/indexsort=-
Clinical orthopedics for the physical therapist assistant

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&4%2C%2C20/indexsort=-
Fundamental orthopedic management for the physical therapist assistant

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&6%2C%2C20/indexsort=-
Imaging in rehabilitation

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&7%2C%2C20/indexsort=-
Introduction to physical therapy

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&8%2C%2C20/indexsort=-
Introduction to physical therapy for physical therapist assistants [electronic resource]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&12%2C%2C20/indexsort=-
Orthopaedic physical therapy [electronic resource]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&13%2C%2C20/indexsort=-
Pathology: implications for the physical therapist

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&14%2C%2C20/indexsort=-
Pharmacology for the physical therapist

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&16%2C%2C20/indexsort=-
Physical rehabilitation

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/framerset&FF=dphysical+therapy&17%2C%2C20/indexsort=-
Physical rehabilitation: assessment and treatment

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy&18%2C%2C20/indexsort=-
Rehabilitation for the post-surgical orthopedic patient

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy&20%2C%2C20/indexsort=-
Wellness and physical therapy [electronic resource]

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants&1%2C%2C5/indexsort=-
Clinical decision making for the physical therapist assistant [electronic resource]

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants&3%2C%2C5/indexsort=-
Documentation basics: a guide for the physical therapist assistant

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants&4%2C%2C5/indexsort=-
Fundamental orthopedic management for the physical therapist assistant

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants+examinations+questions+etc&1%2C%2C2/indexsort=-
Physical therapist assistant exam review

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants+examinations+study+guide&1%2C%2C2/indexsort=-
PTA exam: the complete study guide

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants+examinations+study+guides&2%2C%2C2/indexsort=-
Physical therapist assistant exam

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants+vocational+guidance&1%2C%2C2/indexsort=-
Physical therapist assistant [videodisc]

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+assistants+vocational+guidance&2%2C%2C2/indexsort=-
The PTA handbook

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+case+studies&1%2C%2C2/indexsort=-
Clinical case studies in physiotherapy

http://library.elgin.edu/search~S0/?dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C2B/fram eset&FF=dphysical+therapy+for+older+people&1%2C%2C2/indexsort=-
Geriatric rehabilitation

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+handbooks+manuals+etc&1%2C1%2C/indexsort=-
Saunders manual of physical therapy practice

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&1%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the cervicothoracic junction and thoracic outlet syndrome [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&2%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the elbow [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&3%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the hip [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&4%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the knee [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&5%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the lower cervical spine [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&6%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the upper cervical spine and headaches [videodisc]

http://library.elgin.edu/search~S0?/dphysical+therapy/dphysical+therapy/1%2C23%2C66%2C62/frameset&FF=dphysical+therapy+methodology&7%2C2%2C8/indexsort=-
Diagnosis-specific orthopedic management of the wrist and hand [videodisc]

http://www.r2library.com/Search?q=physical+therapy#include=1
905 results of “physical therapy” search in Rittenhouse e-books

http://www.r2library.com/Search?q=physical+therapy+assistant#include=1
13 results of “physical therapy assistant” search in Rittenhouse e-books

10/2012 ES

Periodicals and Database Resources on Physical Therapy

This list includes both print and online resources. Links go to the database in which the resource is included. These resources are available both on- and off-campus to students and faculty. A current free library card is required for access.
Advances in Physiotherapy

- Academic Search Premier 1999 to present (Embargo: 18 months)
- CINAHL with Full Text 1999 to present (Embargo: 18 months)
  
  Resource Type: Journal
  ISSN: 1403-8196 Online ISSN: 1651-1948
  Publisher: Informa Healthcare
  Subject: Medicine and Health Sciences -- Physical Therapy -- Abstracting, Bibliographies and Statistics

AMAA Journal

- Academic Search Premier 2003 to present
- Expanded Academic ASAP 2003 to present
  
  Resource Type: Journal
  Publisher: American Running & Fitness Association
  Subject: Medicine and Health Sciences -- Physical Therapy

American Journal of Occupational Therapy

- Expanded Academic ASAP 2004 to present
- ProQuest Nursing & Allied Health Source 2006 to present
  
  Resource Type: Journal
  ISSN: 0272-9490 Online ISSN: 1943-7676
  Publisher: American Occupational Therapy Association, Inc.
  Subject: Medicine and Health Sciences -- Physical Therapy

Cardiopulmonary Physical Therapy Journal

- CINAHL with Full Text 2004 to present
- ProQuest Nursing & Allied Health Source 1999 to present
  
  Resource Type: Journal
  ISSN: 1541-7891
  Publisher: Orthopaedic Section / APTA
  Subject: Medicine and Health Sciences -- Medical Sciences -- Cardiology; Medicine and Health Sciences -- Physical Therapy

Clinical Kinesiology: Journal of the American Kinesiotherapy Association

- ProQuest Nursing & Allied Health Source 2003 to present
  
  Resource Type: Journal
  ISSN: 0896-9620
  Publisher: Turnkey Publishing
  Subject: Medicine and Health Sciences -- Physical Therapy; Medicine and Health Sciences -- Physically Impaired

Clinical Rehabilitation

- Academic Search Premier 1998 to present
• Consumer Health Complete 2004 to present
• Consumer Health Complete - EBSCOhost 2004 to present
• Health Source: Nursing/Academic Edition 1998 to present
• ProQuest Nursing & Allied Health Source 1998 to present
  Resource Type: Journal
  ISSN: 0269-2155 Online ISSN: 1477-0873
  Publisher: Sage Publications
  Subject: Medicine and Health Sciences -- Physical Therapy

Corrections Management Quarterly
• Military & Government Collection 2001
• ProQuest Career & Technical Education 1998 - 2001
  Resource Type: Journal
  ISSN: 1096-8490
  Publisher: Aspen Publishers Incorporated
  Subject: Medicine and Health Sciences -- Physical Therapy

Disability & Rehabilitation
• Academic Search Premier 1998 to present (Embargo: 18 months)
• Consumer Health Complete 2004 to present (Embargo: 18 months)
• Consumer Health Complete - EBSCOhost 2004 to present (Embargo: 18 months)
• Health Source: Nursing/Academic Edition 1998 to present (Embargo: 18 months)
  Resource Type: Journal
  ISSN: 0963-8288 Online ISSN: 1464-5165
  Publisher: Informa Healthcare
  Subject: Medicine and Health Sciences -- Physical Therapy; Medicine and Health Sciences -- Physically Impaired
International Journal of Therapeutic Massage & Bodywork

- **DOAJ: Directory of Open Access Journals** 2008 to present
  - Resource Type: Journal
  - ISSN: 1916-257X
  - Publisher: Massage Therapy Foundation
  - Subject: Medicine and Health Sciences -- Physical Therapy

International Journal of Therapy & Rehabilitation

- **CINAHL with Full Text** 2003 to present
- **Consumer Health Complete** 2004 to present
- **Consumer Health Complete - EBSCOhost** 2004 to present
  - Resource Type: Journal
  - ISSN: 1741-1645
  - Publisher: MA Healthcare Ltd
  - Subject: Medicine and Health Sciences -- Physical Therapy

Isokinetics and Exercise Science

- **Health Source: Nursing/Academic Edition** 1998 to present (Embargo: 1 year)
  - Resource Type: Journal
  - ISSN: 0959-3020 Online ISSN: 1878-5913
  - Publisher: IOS Press
  - Subject: Medicine and Health Sciences -- Physical Therapy

Journal of Hand Therapy

- **ProQuest Nursing & Allied Health Source** 2001 to present (Embargo: 2 months)
- **ProQuest Research Library Complete** 2001 to present (Embargo: 2 months)
  - Resource Type: Journal
  - ISSN: 0894-1130 Online ISSN: 1545-004X
  - Publisher: W B Saunders Company
  - Subject: Medicine and Health Sciences -- Physical Therapy

Journal of Neurologic Physical Therapy

- **ProQuest Nursing & Allied Health Source** 1999 - 2010
  - Resource Type: Journal
  - ISSN: 1557-0576 Online ISSN: 1557-0584
  - Publisher: Lippincott, Williams & Wilkins
  - Subject: Medicine and Health Sciences -- Physical Therapy
Journal of Physical Therapy Education
- CINAHL with Full Text 2004 to present
- ProQuest Nursing & Allied Health Source 1999 to present
Resource Type: Journal
ISSN: 0899-1855 Online ISSN: 1938-3533
Publisher: American Physical Therapy Association
Subject: Medicine and Health Sciences -- Physical Therapy

Journal of Rehabilitation Research and Development
- Academic Search Premier 1990 to present
- CINAHL with Full Text 2000 to present
- Consumer Health Complete 2004 to present
- Consumer Health Complete - EBSCOhost 2004 to present
- Health Source: Nursing/Academic Edition 1990 to present
- ProQuest Nursing & Allied Health Source 1990 to present
- ProQuest Research Library Complete 1990 to present
Resource Type: Journal
ISSN: 0748-7711 Online ISSN: 1938-1352
Publisher: Superintendent of Documents
Subject: Medicine and Health Sciences -- Physical Therapy

New Zealand Journal of Occupational Therapy
- CINAHL with Full Text 2003 to present
- ProQuest Nursing & Allied Health Source 2011 to present
Resource Type: Journal
ISSN: 1171-0462
Publisher: New Zealand Association of Occupational Therapists
Subject: Medicine and Health Sciences -- Physical Therapy

New Zealand Journal of Physiotherapy
- CINAHL with Full Text 2004 to present
- ProQuest Nursing & Allied Health Source 2010 to present
Resource Type: Journal
ISSN: 0303-7193
Publisher: New Zealand Society of Physiotherapists
Subject: Medicine and Health Sciences -- Physical Therapy
Occupational Therapy International

- **Academic Search Premier** 2000 to present (Embargo: 1 year)
- **CINAHL with Full Text** 2000 to present (Embargo: 1 year)
- **Consumer Health Complete** 2004 to present (Embargo: 1 year)
- **Consumer Health Complete - EBSCOhost** 2004 to present (Embargo: 1 year)
- **Health Source: Nursing/Academic Edition** 2000 to present (Embargo: 1 year)
- **ProQuest Nursing & Allied Health Source** 1998 - 2002

Resource Type: Journal
ISSN: 0966-7903 Online ISSN: 1557-0703
Publisher: John Wiley & Sons Incorporated
Subject: Medicine and Health Sciences -- Physical Therapy

OT Practice

- **ProQuest Nursing & Allied Health Source** 2006 to present

Resource Type: Journal
ISSN: 1084-4902
Publisher: American Occupational Therapy Association, Inc.
Subject: Medicine and Health Sciences -- Physical Therapy

Physical Medicine and Rehabilitation

- **ProQuest Nursing & Allied Health Source** 2001 - 2002

Resource Type: Journal
ISSN: 0888-7357
Publisher: Hanley & Belfus Incorporated
Subject: Medicine and Health Sciences -- Physical Therapy

Physical Therapy

- **Academic Search Premier** 2000 to present
- **CINAHL with Full Text** 2000 to present
- **Consumer Health Complete** 2004 to present
- **Consumer Health Complete - EBSCOhost** 2004 to present
- **Expanded Academic ASAP** 1989 to present
- **Health Source: Nursing/Academic Edition** 2000 to present
- **ProQuest Career & Technical Education** 1996 to present
- **ProQuest Nursing & Allied Health Source** 1996 to present
- **ProQuest Research Library Complete** 1996 to present

Resource Type: Journal
ISSN: 0031-9023 Online ISSN: 1538-6724
Publisher: American Physical Therapy Association
Subject: Medicine and Health Sciences -- Physical Therapy

Physical Therapy in Sport

- **ProQuest Nursing & Allied Health Source** 2003 to present (Embargo: 2 months)
- **ProQuest Research Library Complete** 2003 to present (Embargo: 2 months)
Resource Type: Journal
ISSN: 1466-853X Online ISSN: 1532-9321
Publisher: Elsevier
Subject: Medicine and Health Sciences -- Physical Therapy

Physical Therapy Reviews
- Academic Search Premier 2003 to present (Embargo: 1 year)
- CINAHL with Full Text 2003 to present (Embargo: 1 year)
- Consumer Health Complete 2004 to present (Embargo: 1 year)
- Consumer Health Complete - EBSCOhost 2004 to present (Embargo: 1 year)
- Health Source: Nursing/Academic Edition 2003 to present (Embargo: 1 year)

Resource Type: Journal
ISSN: 1083-3196 Online ISSN: 1743-288X
Publisher: Maney Publishing
Subject: Medicine and Health Sciences -- Physical Therapy

Physiotherapy Research International
- Academic Search Premier 2000 to present (Embargo: 1 year)
- CINAHL with Full Text 2000 to present (Embargo: 1 year)
- Consumer Health Complete 2004 to present (Embargo: 1 year)
- Consumer Health Complete - EBSCOhost 2004 to present (Embargo: 1 year)
- Health Source: Nursing/Academic Edition 2000 to present (Embargo: 1 year)
- ProQuest Nursing & Allied Health Source 1998 - 2002

Resource Type: Journal
ISSN: 1358-2267 Online ISSN: 1471-2865
Publisher: John Wiley & Sons Incorporated
Subject: Medicine and Health Sciences -- Physical Therapy

Physiotherapy Theory & Practice
- Academic Search Premier 1999 to present (Embargo: 18 months)
- CINAHL with Full Text 1999 to present (Embargo: 18 months)
- Consumer Health Complete 2004 to present (Embargo: 18 months)
- Consumer Health Complete - EBSCOhost 2004 to present (Embargo: 18 months)
- Health Source: Nursing/Academic Edition 1999 to present (Embargo: 18 months)

Resource Type: Journal
ISSN: 0959-3985 Online ISSN: 1532-5040
Publisher: Information Healthcare
Subject: Medicine and Health Sciences -- Physical Therapy

PT in Motion
- Academic Search Premier 2009 to present
- CINAHL with Full Text 2009 to present
- Consumer Health Complete 2009 to present
- Consumer Health Complete - EBSCOhost 2009 to present
• **Expanded Academic ASAP** 2009 to present  
• **Health Source: Nursing/Academic Edition** 2009 to present  
• **ProQuest Nursing & Allied Health Source** 2009 to present  
• **ProQuest Research Library Complete** 2009 to present  
   Resource Type: Journal  
   ISSN: 1949-3711  
   Publisher: American Physical Therapy Association  
   Subject: **Medicine and Health Sciences -- Physical Therapy**

**PT: Magazine of Physical Therapy**

• **Academic Search Premier** 2000 - 2009  
• **CINAHL with Full Text** 2000 - 2009  
• **Consumer Health Complete** 2004 - 2009  
• **Consumer Health Complete - EBSCOhost** 2004 - 2009  
• **Expanded Academic ASAP** 2008 - 2009  
• **Health Source: Nursing/Academic Edition** 2000 - 2009  
• **ProQuest Nursing & Allied Health Source** 1999 - 2009  
• **ProQuest Research Library Complete** 1999 - 2009  
   Resource Type: Journal  
   ISSN: 1065-5077 Online ISSN: 1538-6716  
   Publisher: American Physical Therapy Association  
   Subject: **Medicine and Health Sciences -- Physical Therapy**

**Rehabilitation Psychology**

• **PsycARTICLES (EBSCO Publishing)** 1972 to present  
   Resource Type: Journal  
   ISSN: 0090-5550 Online ISSN: 1939-1544  
   Publisher: American Psychological Association  
   Subject: **Medicine and Health Sciences -- Physical Therapy; Psychology -- Psychology**

**Sensory Integration Special Interest Section Quarterly / American Occupational Therapy Association**

• **ProQuest Nursing & Allied Health Source** 2006 to present  
   Resource Type: Journal  
   ISSN: 1093-7250  
   Publisher: American Occupational Therapy Association, Inc.  
   Subject: **Medicine and Health Sciences -- Physical Therapy**

**Work Programs Special Interest Section Quarterly / American Occupational Therapy Association**

• **ProQuest Nursing & Allied Health Source** 2006 to present  
   Resource Type: Journal  
   ISSN: 1093-7145  
   Publisher: American Occupational Therapy Association, Inc.
Subject: Medicine and Health Sciences -- Physical Therapy

**Consumer Health Complete 2002**
- Consumer Health Complete - EBSCOhost 2002
- Health Source: Consumer Edition 2002
  Resource Type: Book
  Publisher: Mason Crest Publishers
  Subject: Medicine and Health Sciences -- Physical Therapy

**Medical Reference Material on Physical Therapy from the Credo Reference database:**

CAMPUS SAFETY

SAFETY ON CAMPUS (ECC Safety Policy, ECC Fire Safety, ECC Safety and All Hazard Response)

Elgin Community College and the PTA program take all aspects of safety very seriously. ECC has an active and well trained and prepared police force. Officers patrol the grounds and facilities while strategically located cameras are monitored as well. Public Safety procedures are delineated in the college catalog (available at www.elgin.edu) and at https://elgin.edu/about-ecc/college-administration/college-procedures/

Information includes severe weather, fire, lockdown, illness/injury, power failure, personal & vehicle safety, reporting emergencies, escort service, parking & car trouble, personal property protection, and criminal incident statistics.

The PTA Policy and Procedure manual located in the PTA classroom A 157 includes policies for general safety, fire safety and all hazard response. Updated and comprehensive campus safety guidelines, evacuation, shelter and lockdown procedures are posted in the classroom/lab. Every telephone has the ECC police emergency number posted. Students and employees can have emergency text alerts sent to their cell phones free of charge. Visit: https://elgin.edu/about-ecc/campus-safety/

for information about the Police Department, Emergency Management and the Rave Alert Emergency Notification System.

The ECC Police Department publishes the statistics on the reportable crimes. ECC Police department publishes summaries of campus incidents on the ECC Web site and in its Safety First brochure, which is revised annually and is available at ECC literature racks--- and on the ECC Web site.

https://elgin.edu/about-ecc/campus-safety/police-department/criminal-incident-information/
The Patient Care Partnership* \textit{(Professional Integrity)}

Replaces the Patient’s Bill of Rights

\textit{“Understanding Expectations, Rights and Responsibilities}

What to expect during your hospital stay:

- High quality hospital care.
- A clean and safe environment.
- Involvement in your care includes:
  - Discussing your medical condition and information about medically appropriate treatment choices.
  - Discussing your treatment plan.
  - Getting Information from you.
  - Understanding your health care goals and values.
  - Understanding who should make decisions when you cannot.
- Protection of your privacy.
- Help when leaving the hospital.
- Help with your billing claim (AHA 2003)"

You can expect to be treated with dignity and regard for your psychosocial, spiritual and cultural beliefs.

You have the right to obtain information about your treatment and healthcare team.

You can get more information about hospital performance at:

*2003 American Hospital Association. \url{www.aha.org/default.html}

The Hospital Report Cared Act at \url{www.healthcarereportcard.illinois.gov},
Illinois Department of Public Health Central Complaint Registry, 525 W. Jefferson Street, Springfield, IL 62761, 800-252-4343 E-mail: \url{Dph.Ccr@illinois.gov}

The Joint Commission Office of Quality Monitoring (Illinois Office)
One Renaissance Boulevard, Oakbrook Terrace, IL 60181, 800-994-6610, \url{http://www.jointcommission.org/report_a_complaint.aspx}
GENERIC ABILITIES ASSESSMENT
ADAPTED FOR PHYSICAL THERAPY ASSISTANT PROGRAM OF ELGIN COMMUNITY COLLEGE

General Instructions
1. Read description and definitions of generic abilities.
2. Become familiar with behavioral criteria for each level.
3. Self-assess your performance continually relative to the generic abilities using the behavioral criteria.
4. Complete self-assessment following the specific instructions of each page.
5. Return the self-assessment to your ACCE on due date requested for follow up discussion.

Generic Abilities**
Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-1992. The ten abilities and definitions developed are:

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

**Developed by the Physical Therapy Program, University of Wisconsin-Madison
May et al Journal of Physical Therapy Program Education 9-1 Spring 1995
**Instructions: Highlight all criteria that describe the student’s performance.**

<table>
<thead>
<tr>
<th>Generic Abilities</th>
<th>Beginning Level Behavioral Criteria</th>
<th>Developing Level Behavioral Criteria</th>
<th>Entry Level Behavioral Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Learning</td>
<td>Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivations) toward learning; offers own thoughts and ideas; identifies need for further information.</td>
<td>Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities.</td>
<td>Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Maintains professional demeanor in all clinical interactions; demonstrates interest inpatients as individuals; respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experiences.</td>
<td>Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff.</td>
<td>Listens to patients but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly;</td>
<td>Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects</td>
<td>Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td></td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>Effective Use of Time and Resources</td>
<td>Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.</td>
<td></td>
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<tr>
<td>Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.</td>
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<tr>
<td>Sets priorities and reorganizes when needed; considers patient’s goals in context of patient, clinical and third party resources; has ability to say “No”; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.</td>
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<tr>
<td>Use of Constructive Feedback</td>
<td>Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.</td>
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</tr>
<tr>
<td>Assesses own performance accurately; utilizes feedback professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks feedback from clients; modified feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Problem-Solving</td>
<td>Recognizes problems; states problems clearly; describe known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.</td>
<td></td>
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</tr>
<tr>
<td>Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.</td>
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<tr>
<td>Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problem based on current research; accepts responsibility for implementing of solutions.</td>
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<tr>
<td>Professionalism</td>
<td>Abides by APTA Code of Ethics; demonstrates awareness for state</td>
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<tr>
<td>Identifies positive professional roles models; discusses</td>
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<td>Demonstrates accountability for professional decisions;</td>
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<tr>
<td>Responsibility</td>
<td>Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits.</td>
<td>Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.</td>
<td>Directs patients to other healthcare professionals when needed; delegates as needed; encourages patient accountability.</td>
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</tr>
<tr>
<td>Critical Thinking</td>
<td>Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “hole” in knowledge base; articulates ideas.</td>
<td>Feels challenged to examine ideas; understand scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas.</td>
<td>Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Recognizes own stressors of problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations.</td>
<td>Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.</td>
<td>Prioritizes multiple commitments; responds calmly to urgent situation; tolerates inconsistencies in healthcare environment.</td>
</tr>
</tbody>
</table>
**ANECDOTAL RECORD**

*(Adapted from APTA CIECP*)

Document positive or negative behaviors; use as narrative diary; supports summative evaluation.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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**Clinical Instructor or Observer:**

<table>
<thead>
<tr>
<th>Setting (place, persons involved, atmosphere, etc.):</th>
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**Student Action/Behavior:**

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**Evaluator Interpretation:**

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**Student Signature:**

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**Clinical Instructor/Observer Signature:**

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<td></td>
</tr>
</tbody>
</table>

**Student’s Comments:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# LEARNING CONTRACT

*(Adapted from APTA CIECP)*

Describes detailed clinical objectives established following a discussion with the student and the CI, CCCE and/or ACCE. It clarifies the plan to meet the objectives and establishes both a timeline and consequences for failure to meet the objectives. It requires signatures of the student and the CI, CCCE and/or ACCE. It is recommended for use with the Early Warning System (EWS).

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLINICAL INSTRUCTOR:</td>
<td></td>
</tr>
<tr>
<td>ACCE NOTIFIED (indicate date, time and mechanism of notification):</td>
<td></td>
</tr>
</tbody>
</table>

List all present at the discussion:

List or describe behavior or performance identified as area for concern:

List detailed objectives and/or expectations:

<table>
<thead>
<tr>
<th>I understand that failure to incorporate these suggestions into my daily activities and/or failure to meet these objectives by (date) __________ will result in ___ failure of the clinical practicum.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________</td>
<td>___ early termination of the clinical practicum.</td>
</tr>
<tr>
<td>___________________</td>
<td>___ dismissal from ECC PTA Program.</td>
</tr>
<tr>
<td>___________________</td>
<td>___ other:</td>
</tr>
</tbody>
</table>

Student Initials: ___

I understand that emphasis on these expectations and/or objectives should in no way be construed to mean that other goals and objectives for this experience are less important, or that successful achievement of remaining objectives is not required for successful completion of this experience.

Student Initials: ___

Student Signature:

Clinical Instructor Signature:

Other:

Other:
Lab Referral Form for Skill Competency Remediation

If, at any time, a student fails to demonstrate competency of a skill that was previously successful in the lab or in the clinic, the competency is revoked, this referral for remediation is issued and the student must demonstrate the skill with 100% accuracy following remediation. This form may be issued by program faculty or clinical faculty.

SKILL TO BE REMEDIATED:
- Intervention
- Data collection
- Other:

___________________________________________________________________________
___________________________________________________________________________

PRIMARY CONCERNS:
- Safety
- Sequencing
- Knowledge
- Other:

___________________________________________________________________________
___________________________________________________________________________

Signature & Date of Referring Program Faculty or Clinical Faculty

Signature & Date of Student being referred for Remediation

OUTCOMES of REMEDIATION: Remediation activities are determined in collaboration between program faculty and the student. Activities may include referral to course materials, additional readings, observation, demonstration, direct instruction, and guided practice. Students and faculty are referred to the specific skill rubric to review the rating criteria. Failure to demonstrate competency may result in unsuccessful completion of the corresponding course and dismissal from the program.
- Successful Remediation
- Unsuccessful Remediation
- Comments:

___________________________________________________________________________
___________________________________________________________________________

Signature & Date of Faculty: ______________________________
### Master List of Skills for Program

#### PTA Program Master List of Skills: Practice, Validation & Examination

Students are introduced to skills in lab sessions. They are provided opportunities and tools for guided practice. In addition, some skills require validation and examination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Practice</th>
<th>Validation</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Postural Observation &amp; Awareness Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Balance &amp; Coordination Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Aerobic &amp; Conditioning Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Basic ROM &amp; Stretching Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Basic Strengthening Regimens &amp; Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Infection Control &amp; Hand Washing</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Vital Signs: Blood Pressure, Heart Rate, Respiratory Rate, Pain</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>120</td>
<td>Anthropometrics: Girth, Volume, Height, Weight, Body Fat, BMI</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Body Mechanics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Positioning &amp; Draping: integumentary protection</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Range of Motion: Passive, Active-Assisted, &amp; Active</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>120</td>
<td>Wheelchair Basics</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>120</td>
<td>Transfer Activities &amp; Bed Mobility (with/without assistive &amp; adaptive equipment)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>120</td>
<td>Ambulation: Aids, Patterns &amp; Activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>122</td>
<td>Joint Range of Motion Measurement: goniometry</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>122</td>
<td>Massage Therapy &amp; Soft Tissue Mobilization Techniques</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>Cryotherapy: cold pack, ice massage, vapocoolant spray</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>Superficial Thermal Modalities: hot pack, paraffin</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>122</td>
<td>Ultrasound</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>122</td>
<td>Diathermy</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>122</td>
<td>Electrical Current: muscle stimulation, tissue repair, high-volt, neuromuscular, transcutaneous nerve stimulation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>122</td>
<td>Cold Laser</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>122</td>
<td>Compression Pump &amp; Edema management</td>
<td>X</td>
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<tr>
<td>122</td>
<td>Mechanical Traction: Cervical &amp; Lumbar</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>122</td>
<td>Hydrotherapy: Immersion</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Skill</td>
<td>Practice</td>
<td>Validation</td>
<td>Examination</td>
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<tr>
<td>231</td>
<td>Manual Muscle Testing</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>231</td>
<td>Peripheral Joint Mobilization: Grade I &amp; II</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>231</td>
<td>Functional Tests &amp; Activities</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>231</td>
<td>Balance &amp; Coordination Tests, &amp; Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>231</td>
<td>Special Tests: Orthopedic</td>
<td>X</td>
<td></td>
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<tr>
<td>231</td>
<td>Integumentary: observe and measure skin and wound characteristics; apply basics of wound management</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>231</td>
<td>Therapeutic Exercise Programs &amp; Activities: UE flex</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>231</td>
<td>Therapeutic Exercise Programs &amp; Activities: LE flex</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>231</td>
<td>Therapeutic Exercise Programs &amp; Activities for the Spine: body mechanics, postural stabilization and postural awareness, &amp; supportive/protective devices</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>241</td>
<td>Activities for Post-Surgical Amputation, Pre-Prosthetic, and Prosthetic Training Activities</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Neurological Tests: cognition; peripheral, spinal &amp; cranial nerve integrity, coordination, reflexes &amp; reactions,</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>241</td>
<td>Pediatric Positioning &amp; Handling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>241</td>
<td>Neuromotor Development &amp; Neurological Rehabilitation Activities (with/without assistive and adaptive equipment: trunk &amp; postural control, sitting/sitting balance, standing/standing balance, gait/locomotion</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>241</td>
<td>Total Body Weight Support System</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Pulmonary Rehabilitation Activities: supplemental oxygen, breathing strategies, postural drainage</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>241</td>
<td>Cardiac Rehabilitation Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Advanced Wheel Chair Activities</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Environmental Assessment: identify potential barriers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PTA Program Contact Information

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Filomena Rauschert, DPT  
Rauschert71@yahoo.com
HEALTH PROFESSIONS STUDENT HANDBOOK AGREEMENT

Elgin Community College’s Physical Therapist Assistant (PTA) Program Student Handbook provides information regarding the policies and procedures in effect for the PTA Program. Students will be fully informed of any changes to this document.

Students must indicate agreement with each of the following statements by initialing on each line below:

_____ I have received a current copy of the Physical Therapist Assistant Program Student Handbook.

_____ I am aware that it is my responsibility to ask questions about the contents of the Physical Therapist Assistant Program Student Handbook and have those questions answered to my satisfaction.

_____ I understand that failure to follow any of the policies in the Physical Therapist Assistant Program Student Handbook may result in my dismissal from the Physical Therapist Assistant Program.

_____ I have thoroughly read and completely understand all the grading policies and attendance policies of the Physical Therapist Assistant Program as described in this handbook.

_____ I agree to fully participate in the lab portion of the Physical Therapist Assistant Program. I understand that this requires hands on participation and that part/s of my body will be exposed and touched by classmates, peers, clinical instructors, program instructors, and/or classroom tutors.

_____ I understand that disclosure of student information between the Program Director/ACCE and CCCE/CI is necessary to ensure a positive clinical learning experience and meet the requirements of the individual clinical facility.

_____ I agree that while enrolled in the Physical Therapist Assistant Program I will treat my studies, campus labs, and clinical experiences as an employee would treat job responsibilities, recognizing that my instructor assumes the role of my supervisor. I will attempt to learn the technical skills required of a Physical Therapist Assistant, but also strive to develop professional behaviors and attitudes.

_____ I fully understand the importance of maintaining confidentiality regarding personal and/or client issues (HIPAA) and understand that disclosure of such information outside of class is cause for dismissal from the Physical Therapist Assistant program.

______ I fully understand the importance of ethical and professional behavior at all times especially in the clinical locations/facilities and lack of compliance may lead to dismissal from the Physical Therapist program.

______________________________________________  __________________
Student (signature)                                      Date

______________________________________________
Student (print name)
CONFIDENTIALITY STATEMENT
(Official and Confidential Contact with Students Policy)

I give permission to release information regarding my professional qualities, academic achievement, and clinical performance to the Physical Therapist Assistant Program Director when responding to requests for employment consideration. This release does not include any information submitted by me or at my direction relating to medical records or reasonable accommodations under the Americans with Disabilities Act. This policy is revocable upon my written request to the Physical Therapist Assistant Program Director.

____________________________  ___________________
Student (signature)            Date

____________________________
Student (print name)

PHOTOGRAPHY RELEASE
(Official and Confidential Contact with Students)

I give permission to release photographs taken for the sole purpose of identification of my status as a student enrolled in ECC’s Physical Therapist Assistant Program to the affiliated clinical facilities where I will be assigned.

____________________________  ___________________
Student (signature)            Date

____________________________
Student (print name)

PERMISSION TO SURVEY FUTURE EMPLOYER
(Official and Confidential Contact with Students)

I give permission to survey my future employer as part of the Physical Therapist Assistant Program program’s assessment process. I understand that this information will be kept confidential and will be used solely for the purpose of evaluating the effectiveness of the program meeting its goals.

____________________________  ___________________
Student (signature)            Date

____________________________
Student (print name)

Signature indicates knowledge and that student will comply with all policies and statements within this handbook. The student signed signature page will be part of the students file located in PTA Program Director’s office.