



# **PTA Program**

## **Student Handbook**

### **Fall 2019**



The regulations in this handbook are based upon present conditions and are subject to change without notice. Tulsa Community College and the Physical Therapist Assistant Program faculty reserve the right to modify any statement in accordance with unforeseen conditions and to update and make policy and procedure changes when necessary.

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## **INTRODUCTION**

This handbook was developed as a guide to policies and procedures to aid students enrolled in the Tulsa Community College Physical Therapist Assistant Program. The Physical Therapist Assistant faculty welcomes recommendations for changes from administration, academic and clinical faculty and students. However, the Physical Therapist Assistant faculty members reserve the right to update and make policy and procedural changes when necessary.

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## **DEFINITION AND UTILIZATION OF THE PHYSICAL THERAPIST ASSISTANT**

### **Definition**

The physical therapist assistant is a technically educated health care provider who assists the physical therapist in the provision of physical therapy. The physical therapist assistant is a graduate of a physical therapist assistant associate degree program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA 22314, 703.706.3245, email: [accreditation@apta.org](mailto:accreditation@apta.org), <http://www.capteonline.org>



The graduates of this program receive an Associate in Applied Science degree and are eligible to apply for the licensure examination in Oklahoma or any other state of their choosing. Questions regarding the licensure examination should be directed to the Oklahoma Board of Medical Licensure and Supervision at 405.848.6841 or <http://www.okmedicalboard.org/>



### **Utilization**

The physical therapist of record is the person who is directly responsible for the actions of the physical therapist assistant. The physical therapist assistant may perform physical therapy procedures and related tasks that have been selected and delegated by the supervising physical therapist. Where permitted by law, the physical therapist assistant may also carry out routine operational functions, including supervision of the physical therapy aide and documentation of treatment progress. The ability of the physical therapist assistant to perform the selected and delegated tasks shall be assessed on an ongoing basis by the supervising physical therapist. The physical therapist assistant may modify a specific treatment procedure in accordance with changes in patient status within the scope of the established treatment plan.

The physical therapist assistant must work under the direction and supervision of the physical therapist in all practice settings. When the physical therapist and the physical therapist assistant are not within the same physical setting, the performance of the delegated functions by the

physical therapist assistant must be consistent with safe and legal physical therapy practice and shall be predicated on the following factors: complexity and acuity of the patient's needs; proximity and accessibility to the physical therapist; supervision available in the event of emergencies or critical events; and type of setting in which the service is provided. When the physical therapist and the physical therapist assistant are not continuously within the same physical setting, greater emphasis in directing the physical therapist assistant must be placed upon oral and written reporting.

When supervising the physical therapist assistant in any off site setting, the following requirements must be observed:

1. A qualified physical therapist must be accessible by telecommunications to the physical therapist assistant at all times while the physical therapist assistant is treating patients.
2. The initial visit must be made by a qualified physical therapist for evaluation of the patient and establishment of a plan of care.
3. There must be regularly scheduled and documented conferences with the physical therapist assistant regarding patients, the frequency of which is determined by the needs of the patient and the needs of the physical therapist assistant.
4. In those situations in which a physical therapist assistant is involved in the care of a patient, a supervisory visit by the physical therapist will be made:
  - a. Upon the physical therapist assistant's request for a reevaluation, when a change in treatment plan of care is needed, prior to any planned discharge, and in response to a change in the patient's medical status.
  - b. At least once a month, or at a higher frequency when established by the physical therapist, in accordance with the needs of the patient.
  - c. A supervisory visit should include:
    1. An on-site re-assessment of the patient.
    2. On-site review of the plan of care with appropriate revision or termination.
    3. Assessment and recommendation for utilization of outside resources.

## **PROGRAM PHILOSOPHY AND GOALS**

### **Department of Allied Health Mission**

The TCC Allied Health Services is a learner-centered department synergized through the collaboration of students, faculty, staff, administration, and stakeholders with a common goal of preparing uniquely qualified personnel who will meet the challenges of the complex and ever-changing health care delivery system and remain responsive to the communities we serve.

### **Physical Therapist Assistant Program Philosophy**

The Tulsa Community College Physical Therapist Assistant Program is based upon the concept that quality education through a balanced variety of learning experiences will enhance an individual's potential to achieve personal satisfaction and contribute to society. Toward this end, the purpose of this program is to provide the individual desirous of assisting in the practice of physical therapy, opportunities to acquire the skills necessary to function successfully as a physical therapist assistant.

## **Physical Therapist Assistant Program Mission Statement**

The Physical Therapist Assistant Program will produce entry-level practitioners who are eligible for licensure as physical therapist assistants, perform safe and ethical interventions under the direction and supervision of a physical therapist, and possess background knowledge and skills which will serve as the foundation for further development of technical expertise and understanding of the overall health context in which they perform.

### **Program Goals**

The TCC PTA Program will:

1. Prepare graduates to effectively demonstrate and apply intra-professional and inter-professional collaborative practices as a part of the health care team.
2. Prepare graduates to identify and appreciate the principles and importance of evidence based practice in physical therapy and the broader health care environment.
3. Prepare graduates who demonstrate social responsibility as a part of the physical therapy profession by meeting the health needs of the underserved in surrounding communities through service in the TCC Nate Waters PT Clinic.
4. Successfully prepare graduates for the NPATAE as evidenced by an 85% first time pass rate.
5. Prepare graduates as seekers of knowledge, who recognize the lifelong pursuit of knowledge, skills, abilities, and professional behaviors in effort to deliver effective and contemporary patient care.

### **Student Achievement Measures**

1. Employment rate goal per CAPTE
2. Graduation Rate goal per CAPTE
3. NPATAE ultimate pass rate goal per CAPTE

### **Student Learning Outcomes**

1. Performs in a safe manner that minimizes risk to patients, self, and others.
2. Demonstrates professional behaviors that create a positive and productive working environment in all situations.
3. Adheres to established legal standards, standards of the profession, proper use of support personnel, fiscal responsibilities, and ethical guidelines.
4. Adapts delivery of PT services with consideration for patients' differences, values, preferences, and needs.
5. Communicates in ways that are congruent with situational needs.
6. Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors throughout lifetime.
7. Demonstrates clinical problem solving when determining patient status, changes in patient status, patient data collection, and need for plan of care modification and or need for other services.
8. Performs quality PT interventions in a technically competent manner
9. Produces quality documentation in a timely manner to support the delivery of PT services.
10. Manages resources by participating in the efficient delivery of PT services

## ACCREDITATION

Tulsa Community College is accredited by the Oklahoma State Regents for Higher Education (655 Research Parkway, Suite 200, Oklahoma City, OK 73104; 405-225-9100) and the Higher Learning Commission, ([www.ncahlc.org](http://www.ncahlc.org) or 1-312-263-0456). The College is a member of the American Association of Community Colleges, the North Central Council of Two-Year Colleges and is also approved by the federal government to offer education under the Veterans and Social Security laws.

The Physical Therapist Assistant Program at Tulsa Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Department of Accreditation  
1111 North Fairfax Street  
Alexandria, VA 22314.  
Telephone: 703-706-3245  
Email: [accreditation@apta.org](mailto:accreditation@apta.org)  
<http://www.capteonline.org>



Click CAPTE logo to go to  
verify accreditation status at

<https://www.tulsacc.edu/programs-and-courses/academic-programs/physical-therapist-assistant-aas>

If needing to contact the program/institution directly, please call 918-595-7002 or email [Melanie.heffington@tulsacc.edu](mailto:Melanie.heffington@tulsacc.edu) .

The program director is responsible for the timely submission of all documentation necessary for the accreditation process to include reports of graduation rates, employment rates, the CAPTE Annual Report, changes in faculty makeup or class size modifications. It is also the responsibility of the program director to bring all aspects of the program into compliance within 2 years of notification of noncompliance by CAPTE and to budget for and generate the necessary paper work in a timely fashion for payment of all accreditation fees.

## TULSA COMMUNITY COLLEGE POLICIES

All Physical Therapist Assistant students must comply with the policies and regulations as stated in the Tulsa Community College [Catalog](#) and the [Student Code of Conduct](#).

## COLLEGE SUPPORT SERVICES

Tulsa Community College offers a wide range of student services from Academic Advisement, Health and Fitness Centers, Student IDs and parking and much more.

Please use this link to [Student Resources](#) to access the TCC Bookstore, Campus Safety, Disability Resources, the Library and much more. Here is a list of those resources:

- Academic Advising
- Veterans Support Services
- Diversity & Inclusion
- DVIS Outreach Counselor
- Fitness Centers
- Resource Center for the Deaf and Hard of Hearing
- Student Life
- Wellness Services
- FACET Center
- International Language Center
- Math Labs
- Science Labs
- TCC Library
- Writing Labs
- Gear UP

Use this link to access assistance with [Financial Aid](#) and inquiring about loans, grants, scholarships, work study, Veterans and Military, as well as tuition and fees.

To find out more about events and activities available for students go to [Campus Life](#). There you'll find information about clubs and organizations, health and wellness as well as the TCC Student Online Radio.

Here's the link for access to the [TCC Fitness Centers](#).



**PTA CURRICULUM PATTERN**  
**(cohort graduating 2021)**

**1st Fall Semester**

**9 PHTA credit hours / 19 hours total**

BIOL 1314 Anatomy & Physiology	3 hr lec/ 3 hr lab
PHTA 1203 Anatomy & Physiology for PTA's	2 hr lec / 3 hr lab
PHTA 1303 Introduction to Physical Therapy	2 hr lec / 3 hr lab
PHTA 1211 Clinical Orientation	1 hr lec
PHTA 1242 Human Growth & Development	2 hr lec
ALDH 1323 Medical Terminology	3 hr lec
ENGL 1113 English Composition I	3 hr lec

**1st Spring Semester**

**8 PHTA credit hours / 14 hours total**

PHTA 1392 Clinical Procedures I	1 hr lec / 3 hr lab
PHTA 1363 Kinesiology for PTAs	3 hr lec / 2 hr lab
PHTA 1383 Pathophysiology for PTAs	3 hr lec
ENGL 1213 English Composition II	3 hr lec
PSYC 1113 Intro to Psychology	3 hr lec

**2nd Fall Semester**

**13 PHTA credit hours / 16 hours**

PHTA 2441 Psychosocial Aspects of Physical Therapy	1 hr lec
PHTA 2343 Clinical Procedures II	2 hr lec / 3 hr lab
PHTA 2373 Therapeutic Exercise I	2 hr lec / 3 hr lab
PHTA 2543 Neuroscience	3 hr lec
PHTA 2433 Clinical Practice I	120 hours
POLS 1113 American Government	3 hr lec

**2nd Spring Semester**

**9 PHTA credit hours / 12 hours total**

PHTA 2383 Therapeutic Exercise II	2 hr lec / 3 hr lab
PHTA 2113 Rehabilitation	2 hr lec/ 3 hr lab
PHTA 2551 Pharmacology for PTAs	1 hr lec
PHTA 2522 Special Studies in Clinical Practice	1 hr lec / 2 hr lab
HIST 1483 American History (or HIST 1493)	3 hr lec

**2nd Summer Semester**

**6 PHTA credit hours**

PHTA 2486 Clinical Practice II	400 hours in 10 weeks
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General Education Requirements: 22 credit hours

Specialized Course Requirements: 45 credit hours

Total Credit Hours: 67

Total Off-Campus Clinical Hours: 520 clock hours

## COURSE DESCRIPTIONS

### **PHTA 1203 - Anatomy and Physiology for PTAs**

3 credit hours

A supplementary study of the human body's structure and function as these relate to the practice of physical therapy. Emphasis will be placed on musculoskeletal, circulatory, and nervous systems. Prerequisite: Admission to the PTA program. Includes lab component.

### **PHTA 1211 – Clinical Orientation**

1 credit hour

This course is an orientation to the physical therapy clinic environment. The course covers the professional clinical expectations, procedures of processing patients, treatment preparation, introduction to medical documentation, and activities associated with preparing students for future clinical experiences. Prerequisite: Completion of all Allied Health Risk requirements.

### **PHTA 1242 - Human Growth and Development**

2 credit hours

Study and application of current theories regarding human growth in social, cognitive, behavioral and motoric domains as related to the practice of physical therapy. Requires admission to the PTA program.

### **PHTA 1303 - Introduction to Physical Therapy**

3 credit hours

History, philosophy, ethics, settings, and trends in physical therapy. Delineation of roles of the health care team, and of physical therapy personnel, with interpersonal skills needed to function as a health care provider and team member. Principles and procedures of basic patient care skills and documentation. Requires admission to the PTA Program. Includes lab component.

### **PHTA 1363 - Kinesiology for PTAs**

3 credit hours

A study of anatomical structures and movement as related to physical therapy procedures. The basic principles of the relationship between joint motion and mechanical action. Application of principles with emphasis on the analysis and bio-mechanics of all human motion. For PTA students. Prerequisites: All previous PTA coursework with a grade of "C" or better or instructor approval. Includes lab component.

### **PHTA 1383 - Pathophysiology for PTAs**

3 credit hours

A study of selected disease and injuries as they relate to clinical conditions seen in the practice of physical therapy. Prerequisite: All previous PTA coursework with a "C" or better or instructor approval.

**PHTA 1392 - Clinical Procedures I**

2 credit hours

Principles and techniques of basic physical therapy interventions, with emphasis on physiological changes and effects in commonly seen diagnosis and in response to treatment. Laboratory practice with emphasis on positioning and manual skills.

**PHTA 2113 – Rehabilitation**

3 credit hours

A study of principles of functional training as they apply to a variety of diagnoses seen in Physical Therapy. Theory and therapeutic techniques involving gait, functional mobility, assistive devices, and the progression of rehabilitation. Prerequisites: All previous PTA coursework with a grade of “C” or instructor approval. Includes lab component.

**PHTA 2343 - Clinical Procedures II**

3 credit hours

Theory, physiology, and application of heat, cold, light, water, electricity, and mechanical compression/distraction in therapeutic treatment of tissues. Overview of medical physics. Prerequisites: All previous PTA coursework with a grade of “C” or better or instructor approval.

**PHTA 2373 - Therapeutic Exercise I**

3 credit hours

General and specific exercises for conditions commonly referred to physical therapy. Principles involved in the theory and practical applications of specific therapeutic exercise and mechanical appliances. Prerequisites: All previous PTA coursework with a grade of “C” or better or instructor approval.

**PHTA 2383 - Therapeutic Exercise II**

3 credit hours

Continuation of Therapeutic Exercise I and additional theory and application of exercise techniques, with emphasis on treatment of long-term disabilities. Prerequisites: All previous PTA course work with a grade of “C” or better or instructor approval. Includes a lab component.

**PHTA 2433 - Clinical Practice I**

3 credit hours

A supervised clinical experience; three concurrent weeks of full time clinical education exposure including observations and applications of physical therapy services. In addition, a weekly group discussion of selected topics, in a colloquium format. Prerequisite: All previous PTA coursework with a grade of “C” or better or instructor approval.

**PHTA 2441 - Psychosocial Aspects in Physical Therapy**

1 credit hour

A survey course explaining the psychological and sociologic effects of disabilities, including the impact of culture and economics with regard to the patient, family, and society. The student will also explore community service used to promote awareness of social responsibility, citizenship and advocacy.

**PHTA 2486 - Clinical Practice II**

6 credit hours

Supervised application of physical therapy procedures in the treatment of patients at a variety of selected physical therapy clinics. Successful completion of this course with a grade of “C” or better is required for graduation from the PTA program. This is a 10-week course. 400 clinical hours. Prerequisites: Completion of all PTA courses with a grade of “C” or better, or instructor approval.

**PHTA 2522 - Special Studies in Clinical Practice**

2 credit hours

Advanced study and application of physical therapy practices in a selected topic determined by the student and faculty in the areas of geriatrics, orthopedics, pediatric-neuro or acute care. Prerequisites: All previous PTA coursework with a grade of “C” or better or instructor approval.

**PHTA 2543 – Neuroscience**

3 credit hours

A comprehensive review of the anatomy and physiology of the nervous system, with emphasis on the functional relationship between the nervous system and the musculoskeletal system. Basic review of the pathology of neurological disorders frequently encountered in the practice of physical therapy. Prerequisites: All previous PTA coursework with a grade of “C” or above or instructor approval.

**PHTA 2551 - Pharmacology for PTAs**

1 credit hour

General pharmacologic concepts for the physical therapist assistant student who has no background in pharmacology. The therapeutic effects, side effects, and clinical applications to physical therapy are stressed for drugs affecting the major systems of the body. Prerequisites: All previous PTA coursework with a grade “C” or better or instructor approval.

The time required for laboratory may vary by course.  
Please refer to the course syllabus for more information.

## **COURSE ENROLLMENT SEQUENCE**

Students are admitted as a cohort and the curriculum is designed so that students will complete all of the required course work within 5 semesters. Each student will successfully complete all required course work prior to or during the semester each course is scheduled, according to the course schedule sheet. Basic Education courses may be taken in any order at any time prior to the semester required, but may not be postponed beyond the stated semester without permission of the Program Director and the completion of the Change of Course Enrollment Sequence Form. Failure to complete required Basic Education course work may prevent continuation in the program unless special permission has been granted by the physical therapist assistant faculty.

## **COURSE CREDIT**

Students may submit written evidence of pre-existing knowledge of course content and apply to audit or sit for an advanced standing exam of a PTA course. Such requests must be made in accordance with college procedures. For lecture courses, if an advanced standing exam is not available, an administrative decision will be made regarding the creation of such an exam, taking into account the level of the course content, time involved to prepare exam, etc. Laboratory courses may be audited if competence in skill performance can be demonstrated in accordance with laboratory checkout forms. No advanced standing examinations over laboratory or clinical courses will be offered. Clinical courses may not be audited.

## **LIABILITY INSURANCE**

All students are required to maintain current liability insurance coverage throughout their participation in the program. This coverage is automatically provided for each fall and is included in fee payment. The insurance policy information is to be a part of the student's risk management packet.

## **STUDENT HEALTH AND PHYSICAL CONDITION**

The faculty will assume that the students have the level of fitness necessary to perform course related physical activities at the time of their acceptance into the program. The student accepts responsibility and liability for his own physical/mental condition and ability to complete assigned course activities.

Reasonable accommodations will be considered following recommendations and documentation from the Education Access Center and with consideration of the Essential Functions of the PTA (please see handbook pages 36 – 39). However, all students must demonstrate competency in all required skill checkouts and course requirements.

A student who has an extended illness, surgery, health condition, and/or injury requiring 3 or more days of missed classwork or clinical experience will be required to submit a physician's written verification of fitness in order to return to classes or the clinic. This letter will be directed to the attention of the PTA Program Director and a conference with the Program Director will follow. The student may be required to withdraw from the program if unable to complete course or program requirements.

## GENERIC ABILITIES

The Physical Therapist Assistant Program faculty has determined that professional abilities are as important to the overall student's success as the mastery of knowledge and skills in the area of physical therapy. Professional abilities are attributes and behaviors that are not necessarily inherent to the profession's core of knowledge but are required for success in the classroom, clinic and work place. The professional abilities determined to be generic to the field of physical therapy are:

1. Commitment to Learning-applying new information and re-evaluating performance, reading articles critically and understanding limits of application to professional practice, researching and studying areas where knowledge base is lacking, accepting that there may be more than one answer to a problem.
2. Interpersonal Skills-approaching others to discuss differences in opinion, responding effectively to unexpected situations, talking about difficult issues with sensitivity and objectivity, and delegating to others as needed.
3. Communication Skills-modifying written and verbal communication to meet needs of various audiences, presenting verbal or written message with logical organization and sequencing, maintaining open and constructive communication and communicating professional needs and concerns
4. Effective Use of Time and Resources-using limited resources creatively, considering professional program and course goals in the context of the assignment, demonstrating the ability to say "no" if request made does not add to priorities, or if the activity is in conflict with the set of goals, actively seeking resources to solve problems or answer questions.
5. Use of Constructive Feedback-seeking feedback from others, modifying feedback given to others according to their learning style, reconciling differences with sensitivity and considering multiple approaches when responding to feedback.
6. Problem Solving-weighting advantages and disadvantages of solutions, participating in outcome studies, contributing to formal quality assessment of program and seeking solutions to community health related problems.
7. Professionalism-participating in research and evidence based practice, participating actively in professional organizations, attending post-professional workshops, actively promoting the profession through community service, acting in a leadership role when needed and supporting research.
8. Responsibility-promoting education, accepting leadership roles, and facilitating responsibility for program development and modification.
9. Critical Thinking-exhibiting an openness to contradictory ideas, assessing issues raised by contradictory ideas, justifying solutions selected and determining effectiveness of applied solutions.
10. Stress Management-recognizing when problems are unsolvable, assisting others in recognizing stressors, demonstrating a preventative approach to stress management, offering solutions to the reduction of stress and establishing a support network.

There will be an extensive orientation to the Generic Abilities and each student will develop a plan as warranted for these key areas during the academic phase of their professional education. Failure to develop and demonstrate these abilities may prevent the student from enrolling in Clinical II and/or Clinical III. Failure to complete clinicals will delay and/or prevent graduation.

## **ATTENDANCE AND TARDINESS**

Absences and tardiness by the student should be held to a minimum as they deprive the student of valuable class and clinical experiences. Frequent tardiness or absence indicates that the student does not value the faculty or does not demonstrate a commitment to the learning experience.

### **Absence**

#### **A. Class Periods**

1. Absence will affect grade as indicated in each course syllabus.
2. Frequent absence will result in counseling by the instructor and/or program director concerning continued participation in the class.
3. Missed quizzes, tests and other evaluations due to absence may or may not be made up depending upon the course syllabus.

#### **B. Clinical Periods**

Refer to Clinical Education Handbook.

### **Tardiness**

#### **A. Class Periods**

1. Frequent tardiness, which interrupts the class will result in counseling by the instructor and or program director concerning continued participation in the class.
2. Time lost on quizzes, test and other evaluations due to tardiness may or may not be made up depending upon the course syllabus.

#### **B. Clinical Periods**

Refer to Clinical Education Handbook.

## **STUDENT APPEARANCE**

Students may wear street clothes to class. They will wear prescribed lab clothes to lab and the specified PTA program uniform to all clinical rotations.

**Lab Appearance** - Good personal hygiene must be maintained; hair should be restrained away from the face; nails short & clean; no excessive jewelry; sparing use of makeup and cologne; loose shorts which permit freedom of movement, loose fitting tank tops and or T-shirts, socks and clean tennis shoes.

**Clinical Appearance** - Personal appearance makes a strong impression on the patients' attitude towards the school and the clinical setting. It is beneficial both to the student and the school that certain regulations be followed. See Clinical Education Handbook.



## CONDUCT AND BEHAVIOR

Student Conduct--Students are expected to conduct themselves in a courteous, considerate and professional manner during all aspects of their PTA education.

A. Classroom - Students will:

1. Be on time for all classes.
2. Read assignments before class.
3. Participate and allow others to participate in learning activities.
4. Avoid actions which could distract instructor or other students.

B. Laboratory - Students will:

1. Be on time.
2. Be prepared to participate in learning activities and allow others ample opportunity or participation.
3. Maintain a professional, considerate manner toward peers and instructor during lab activities.
4. Adhere to all lab procedures as outlined by instructor.
5. Wear prescribed lab clothes.

C. Clinical Setting - Students will refer to the Clinical Education Handbook

D. Student Practice/Demonstration

Students are all expected to act as "patients" for demonstration and practice as a part of their lab experience. Consenting to participate in practice and demonstration-activities is assumed upon enrollment in the course.

Students may be asked to appear in photographs or other Media presentations for marketing purposes; a photo release statement will be signed by the student before participation.

E. Consideration of other's rights and privacy

Students are responsible for assuring the rights and privacy of those people with who they come in contact during their PTA education (other students, instructors, patients and their families, clinical staff, etc.)

A. During Lab and Clinical Experiences - Students will:

1. Conduct themselves in a professional, considerate manner.
2. Maintain a professional appearance.
3. Act competently and responsibly at all times. Obtain assistance as needed to deliver high, quality care.
4. Refrain from discussing information obtained during lab or clinical with any person not directly associated with the student's assignment.
5. Drape patient/peer appropriately for all activities.

## **SAFETY**

Safety is of prime importance during both lab and clinical activities. The student is expected to take responsibility for his own and other's safety.

Skill checks have critical safety elements in bold print in the Clinical Skills Notebook that must be executed throughout the skill or a student will fail that check-out.

In the event a student fails to demonstrate critical safety elements or receives less than a 70% on any skill demonstration, he or she will be permitted to repeat the skill demonstration or lab practical only one time. On the second attempt, if a student fails to demonstrate critical safety elements or receives less than a 70% accuracy on the second attempt the student will not pass the course. Only the first grade received on any initial skill demonstration or lab practical will be recorded.

The student will:

1. Not use any faulty equipment or supplies and report any such defects to his instructor or clinical instructor; immediately placing the defective item where others will not use it.
2. Maintain a calm quiet atmosphere, attending to the patient, task at hand and the immediate environment.
3. Never leave a patient or fellow student unattended without a call system.
4. Obtain complete instructions/information regarding the assigned task and the patient or student's condition.
5. Follow prescribed procedures exactly.
6. Notify instructor or clinical instructor of any problems or unexpected effects immediately.
7. Know his limitations and seek assistance when needed.
8. Perform within the bounds of his training and role.
9. Keep walkways clear of obstruction, cord, etc.
10. Wipe up any moisture on floors immediately.
11. Unplug machines immediately after use.
12. Clean all equipment, utensils, etc., immediately.
13. Dispose of waste items, linen, etc., properly and promptly.
14. Inform instructor or Clinical Instructor of any safety infractions observed.
15. Document any injury, no matter how minor, which occurs, in accordance with facility policy.
16. Be aware of evacuation procedures in the event of any weather, fire or other emergency which requires the students to leave the lab or building.
17. Not use any equipment independently without instructor permission.

## **CONFIDENTIALITY**

Student information and records will be treated confidentially. Only those persons involved in the student's educational process will have access to his or her records. Access by any person other than the student will require a release of information statement signed by the student.

## **ACCESS TO CLINIC / LABORATORY**

Students are encouraged to practice in the laboratory in addition to formal course sessions, but are not permitted to be in the lab without supervision from college personnel. Access to the clinic laboratory and study areas will be between the hours of 7:45am – 5:00pm Monday through Friday with a mutually agreed upon time between the student and the instructor. If another class is using the clinic or lab, you must ask the permission of the instructor to share the space.

Students are held responsible for their own safety and the safety/welfare of their student-partners and all laboratory contents and equipment when working in the lab. Students will inform instructor of activities to be practiced and the instructor will use his/her discretion upon the frequency and proximity of instructor presence and supervision. Students will request instructor assistance to perform tasks with which his/her performance is unsafe.

The clinic / laboratory will not be left unattended while unlocked.

## **ACCESS TO LOCKERS**

Lockers are furnished to students/staff for use during the time the students are enrolled in the Allied Health PTA program. The lockers are provided to secure personal effects while the student or staff member is in class.

Tulsa Community College reserves the right to inventory each locker on a regular basis. Students may purchase their own padlocks. No food is permitted in the lockers.

A locker will be assigned to a student for the duration the student is enrolled in the PTA program. Upon exit from the PTA program, the lock will be removed and the locker will be reassigned.

## **STUDENT EMAIL**

All TCC students receive a designated TCC email address (ex: jane.doe@tulsacc.edu). All communications to you about TCC and course assignments will be sent to your TCC email address; and you must use TCC email to send email to, and receive email from, the instructor regarding any course. It is strongly recommended that students check their college email accounts on a regular basis.

## STUDENT PERFORMANCE

Minimum levels of student performance must be maintained in order to assure achievement of competencies as a PTA. Performance encompasses grades, lab and clinical skills, behavior, etc.

- A. Grade Point Average--Students must maintain a 2.8 grade point average for each semester once admitted into the program with all PTA courses exclusive of Clinical Education courses and PHTA 2442 Psych/Soc. (Refer to section on probation and dismissal.)
- B. Course Grades--All specialized course requirements including PTA classes, ALDH 1323 and BIOL 1314, must be completed with a grade of "C" or better in order to proceed to the next courses in the curriculum sequence. A specialized course resulting in a grade of "D" must be repeated the next time offered and continued enrollment in the program will be in accordance with course prerequisites and Instructor/Program Director permission. The student must make a "B" or better in the class being remediated.
- C. Grading Scale--The following grading scale will be used to establish course grades in physical therapist assistant classes and is based upon the percentage of total points from examinations, quizzes, papers or other learning measurement methods used in the course.

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

0 – 59% = F

- D. Incomplete Grades--Incomplete (I) grades may be assigned by faculty as outlined in The Tulsa Community College catalog. A grade of "I" in a specialized course, including PTA classes must be changed to a grade of "C" or better before the next semester of scheduled PTA courses in order for the student to continue in the physical therapist assistant program. Failure to do so may result in dismissal from the program.
- E. Lab skill performance--Competency to perform a task will be determined by using a skill checklist during either an informal skill check out or a formal lab practical. Each skill describes the necessary component tasks leading to successful completion of the skill, and the critical safety elements for each skill. The student will be observed by the instructor during both types of skill demonstrations and each skill will be signed by the instructor if performed adequately. The point value or grade given is as outlined in the course syllabus.

- F. Clinical Performance--The student will take the skill sheet notebook to each clinical and is responsible for documenting treatment activities as outlined in the Clinical Education Handbook. Additionally the student will complete all required forms, assignments and provide proof of all required clinical hours. The Director Clinical Education (DCE) will assign final course grades according to the syllabus. Note: A clinical grade below 70% will result in either an "I", "D" or "F" at the DCE's discretion.
- G. Clinical Readiness will be judged by all faculty, prior to the start of any clinical rotation, as it pertains to academic progress and clinical behaviors or generic abilities. A grade of "C" or better is required in all current coursework immediately prior to the start of the clinical rotation.

## **PROGRESS/COUNSELING**

Counseling is defined as an interaction resulting from a student's observed academic or clinical performance by an instructor. A counseling conference provides an opportunity for the student and instructor to mutually discuss areas of concern in private. Counseling of a student by an instructor may be initiated by either party at any point in the PTA Program. However, students will be required to schedule a meeting during the mid-term of each semester with their advisor to review overall performance in the Program. A counseling or progress record will be provided at the time of the conference. Both records are a documentation of the conference and will be a part of the students' file.

### **Guidelines for Counseling Record**

1. Any evaluation of the student's academic, behavioral or clinical performance which requires elaboration will be documented.
2. The Counseling or Progress record will indicate positive and/or negative performance.
3. The observed student performance (incident) will be described objectively.
4. The time, place and factors influencing the student's performance will be included.
5. The instructor will specify recommendations to assist the student in improving performance.
6. The instructor and student will both sign and date the counseling record.
7. In the event that a student refuses to sign either record, the signature of the advisor or instructor will validate the conference.
8. Both records will be put in the students' file.

### **Guidelines for Student Progress Reports**

1. Evaluation of academic performance
2. Clinical Performance
3. Generic Abilities Development Plan
4. Student Concerns

**TULSA COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**PROGRESS/COUNSELING RECORD**

Student's Name:

Student ID #:

Date:

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Description of incident or circumstance:

Recommendations/Actions:

Student Comments:

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Signatures:

---

Instructor

Date

---

Student

Date

## WITHDRAWAL

Students may withdraw from the PTA program and upon request be given the opportunity to re-apply for admission the following year. Students must complete the program curriculum and graduate within 3 years. If re-admitted, they will not be required to repeat courses successfully completed, only those outstanding courses required for graduation must be completed. However, the faculty may strongly suggest auditing or re-enrollment of some classes for the sake of reviewing some difficult material.

### Academic Withdrawal

All specialized courses (PHTA, BIOL 1314 and ALDH 1323) must be completed with a "C" or better to continue the PTA curriculum as outlined by the curriculum pattern. Receipt of a "D" or indication of less than satisfactory performance, "W" for withdrawal, in 1 required specialized course will result in a withdrawal from the PTA program until the course in question is completed. This course must be repeated within 1 academic semester or the next semester the course is offered and the student must earn a "B" in the class. Students who leave their current cohort due to academic circumstances will join a new cohort of students and will be required to stay current with all activities related to clinical education. The student will also be required to successfully complete ENGL 1003, Strategies for Academic Success and a remediation plan in order to complete the program. This plan will include risk management packet updates, attending the current clinical seminar course, maintaining ongoing communication with the ACCE and participating in clinical placement procedures in a timely manner. The student will sign an agreement attesting to the fact that they understand all of the implications of the remediation plan and that they will be accountable for risk management packet updates.

Receipt of an "I" for incomplete in 1 or more courses may also result in withdrawal from the program if the necessary course work cannot be completed before the start of the next semester. All PTA courses have prerequisites that must be completed before continuing the curriculum pattern; no concurrent enrollment is allowed.

Students must complete the program curriculum and graduate within 3 years. If re-admitted, they will not be required to repeat courses successfully completed, only those outstanding courses required for graduation must be completed. However, the faculty may strongly suggest auditing or re-enrollment of some classes for the sake of reviewing some difficult material.

- A. Exit interview--To be eligible for re-admission, students must schedule an exit interview with the Program Director to discuss circumstances of withdrawal, the remediation plan and later re-entrance into the program. A summary of the exit interview and remediation plan will be signed by the student and Program Director and kept in the student's file.
- B. Students re-admitted to program must maintain a 2.8 grade point average of all PTA semesters at all times during remainder of the program or risk immediate dismissal from the PTA program.
- C. Students re-admitted who withdraw a 2nd time will not be considered for future admission to PTA program.

## PROBATION

The purpose of probation is to be a constructive means of identifying and correcting areas of deficient student performance.

- A. Academic Probation--A semester grade point average of 2.8 on all physical therapist assistant courses attempted at TCC must be maintained. At the end of any academic semester in which a student's grade point average falls below 2.8, the student will be placed on "Academic Probation". PTA students must regain satisfactory academic status in the semester following academic probation in order to continue in the PTA program.
- B. Conduct Probation--Any student found to be engaging in unprofessional/inappropriate behavior occurring in the class room, laboratory or clinical settings will result in conduct probation for one semester. These behaviors are outlined in the [APTA's Standards of Ethical Conduct for the Physical Therapist Assistant](#), the [TCC Student Code of Conduct](#), the PTA Program Student Handbook and the Clinical Education Handbook. Any subsequent such behavior will result in immediate dismissal from the program.

## DISMISSAL

Students will be dismissed from the Physical Therapist Assistant Program for the following reasons:

- A. Failure to achieve a semester grade point average of 2.8 or greater in any/all academic semesters following academic probation.
- B. All general education courses taken in which the student receives the grade of "F" must be repeated. Failure to repeat such courses within one academic semester shall result in the student being dismissed from the program.
- C. Any PTA courses in which the student receives a grade of "F" will result in dismissal.
- D. Any specialized course (PHTA, BIOL 1314 or ALDH1323) resulting in a "D" must be repeated within one academic semester or the next semester the course is offered. Failure to repeat such a course within this time limit will result in dismissal from the program and ineligibility for re-application.
- E. Successful completion of all required course work and graduation from the program must occur within 3 years of initial enrollment in PTA courses. Failure to do so will create ineligibility for further participation and will require re-application to the program.
- F. Receipt of a "D" or "F" (or indication of less than satisfactory performance, i.e. "W") in more than one required specialized course (PHTA courses, BIOL 1314 or ALDH 1323) in one semester.
- G. Failure to submit all risk requirements for clinical by required date.
- H. Cheating--As a member of the health care team, our ultimate goal must be the patient's welfare. Honesty and sincerity are expected of us in performing all of our duties, whether in class or in clinical practice; therefore, if a student is caught cheating on an exam, the student will be subject to conduct probation and/or dismissal from the Physical Therapist Assistant Program.
- I. Unprofessional behavior-- or performance which is inappropriate to the classroom, laboratory or clinical setting that resulted in probation, if repeated, will result in dismissal from the program.
- J. Conduct probation--any conduct probation exceeding one semester will result in dismissal from the program.



## STUDENT APPEAL

### HEALTH SCIENCES STUDENTS ACADEMIC GRIEVANCE PROCEDURES AND DUE PROCESS GUIDELINES

#### I. INTRODUCTION

Any health sciences student at Tulsa Community College who wishes to file a grievance may do so according to a prescribed procedure. Health Science students who disagree with an academic decision made by a faculty member, including the assignment of a course grade or decision about progression in the program of study, or decisions about program or degree requirements or eligibility, may file a grievance under these procedures. Generally, academic concerns that are eligible for a grievance process include two categories of student concerns: 1) student concerns regarding those academic decisions pertaining to the assignment of a final course grade; and 2) “other” student concerns regarding academic decisions of a more limited scope, (for example, student concerns pertaining to a single grade on a paper or other similar course assignment, or sub-set of course assignments) that do not involve a final course grade determination.

#### II. PROCESS FOR REVIEW OF ACADEMIC DECISIONS

**The following procedures are intended to expand upon and further explain the procedural steps, associated timelines and due process rights of health science students who wish to bring an academic grievance pertaining to a final course grade assignment versus “other” academic grievances pertaining to a single assignment or other academic concern that does not involve a final course grade appeal, (in addition to the guidelines published in the TCC Student Handbook Policies and Resources).**

- A. **Academic Grievances: Policies for Final Course Grade Assignments.** It should be noted by the student that grades are the prerogative of the faculty, and that appeals or questions concerning assigned grades should be directed to the faculty member who assigned the grade. ***An appeal to an assigned final course grade may be initiated by a student only on the contention that the grade is clearly erroneous or was assigned in an arbitrary or capricious manner. The procedure must be initiated no later than the end of the 4<sup>th</sup> week of instruction during the semester immediately following the semester in which the final course grade was officially transcribed. Students are encouraged to initiate the process as soon as possible. (TCC Student Handbook Policies and Resources)***

The standard at TCC for a grade appeal is based on whether the grade given is “erroneous or was assigned in an arbitrary and/or capricious manner”. These procedures are available only to review allegedly erroneous, arbitrary or capricious academic decisions and not mere differences of opinion regarding the professional judgment of the faculty member in evaluating a student’s work or making an academic decision.

***The academic decision, including the assignment of a grade, will be considered erroneous if it may be shown, for example, that the grade assigned was inaccurate based upon a mathematical or calculation error.***

***The academic decision, including the assignment of a grade, will be considered arbitrary and/or capricious if the decision is made:***

- 1) On some basis other than performance in the course and/or compliance with the course assignments and requirements;
- 2) By more exacting or demanding standards than were applied to other students in the same section or course; or
- 3) By a substantial departure from the faculty member's, divisions' or college's announced standards as articulated in the course syllabus, catalog descriptions, Blackboard announcements or other written materials.

## **B. Student Academic Grievances-Procedures for Final Course Grade Appeals**

**Procedure. A student who wishes to grieve an academic decision pertaining to a final course grade must proceed as follows:**

### **1. Informal Meeting with the Individual Faculty Member**

The student should attempt to resolve the matter directly with the individual Faculty member who assigned the final course grade, as soon as possible after the academic decision is known, through submission of a written request for a meeting that includes in writing the course grade and rationale for the grievance with an explanation supporting the perception that the grade received was assigned in either an erroneous, capricious or arbitrary manner. This written request may be in the form of an email communication. Upon receipt of the written grievance and request for a meeting, the Faculty member will establish an appointment and will timely hold a personal conference with the student to discuss the grievance.

### **2. Formal Meeting with the Course/Level/Program Faculty Team**

If the student and the individual Faculty member cannot reach a mutually satisfactory resolution to the final academic decision/grade, the student should submit a written request for review of their grievance by the Faculty Team (Nursing Course/Level Faculty or AHS Program Faculty) with a description of the grievance and explanation supporting their perception that the grade received was assigned in either an erroneous, capricious or arbitrary manner. The student must describe the academic grievance, the specific course grade, why the student believes the final course grade decision was erroneous, capricious and/or arbitrary, the student's attempts to resolve the grievance informally, and the precise relief sought by the student. The student may attach copies of any relevant documents with their written grievance.

### **3. Formal Written Grievance Submitted to Associate Dean.**

If the student and the Faculty Team cannot reach a mutually satisfactory resolution to the final course grade, the student may file a formal grievance. The grievance must be presented in writing to the Associate Dean for the division in which the course is offered and copied to the individual Faculty member as soon as possible and no later than the 4<sup>th</sup> week of college instruction in the following semester. *(In the case of an MLT student, the written grievance will be directed to the Dean of Health Sciences).*

The student must describe in a formal written petition the academic grievance, the specific course grade, why the student believes the final course grade decision was erroneous, capricious and/or

arbitrary, the student's attempts to resolve the grievance informally with the individual Faculty member, formally with the Faculty Team, and the precise relief sought by the student. The student may attach copies of any relevant documents with their written grievance. The student should ensure that the division has the student's most current contact information on file, including mailing address and telephone number and email address, if indicated. **It is the student's responsibility to ensure that their current contact information is maintained in all college offices.**

The Associate Dean will review all evidence, interview the Faculty member and student, and will hold joint conferences with the student and Faculty member(s) to attempt to resolve the grievance. The Associate Dean will submit a written decision to the student, Faculty member, and Faculty Team leader, with recommendations as to the resolution of the appeal within seven (7) working days or less of receipt of the written grievance unless extenuating circumstances apply, (for example, the Associate Dean is out of the office due to illness or other extended leave).

“Working days” is defined as periods when college classes are in session. *The person vested with authority at the appropriate level may extend any of the time periods contained herein for good cause.* Any extensions must be communicated in writing to all parties. For the purposes of this procedure, each step shall be afforded 7 working days as a standard time limit. If the grievance is not resolved within the timeframe, the student or faculty member may carry it forward to the Dean of Health Sciences for resolution.

#### **4. Formal Written Grievance Submitted to the Dean of Health Sciences**

The student may appeal the Associate Dean's decision in writing to the Dean of Health Sciences with copies, as indicated, to the faculty member and Associate Dean. The appeal must be filed within seven (7) working days of receipt of the Associate Dean's determination.

The Dean of Health Sciences will review all evidence, interview the Associate Dean, faculty member and student, if indicated, and may hold joint conferences with the Associate Dean, student and faculty member to attempt to resolve the grievance. The Dean may convene a “peer review” process involving at least three health sciences faculty members, conducted through a formal polling process and/or a hearing, in order to attempt to resolve the grievance. Faculty members involved in the peer review process/ hearing will not include those faculty members directly involved with assignment of the course grade. The Dean will submit a written decision to the student, faculty member and Associate Dean, with recommendations as to the resolution of the appeal within seven (7) working days or less of receipt of the written grievance unless extenuating circumstances apply, (for example, the Dean is out of the office due to illness or other extended leave).

- 5. Final Course Grade Appeal: Academic Appeals Committee.** If the academic grievance concerning a final course grade appeal has not been resolved by meeting with the Faculty member(s), Associate Dean, or Dean, the student may file an appeal to the Academic Appeals Committee by completing the Academic Appeals Form (located in the *TCC Student Handbook Policies and Resources*) and submitting it to the Dean of Health Sciences, and copied to the Academic and Campus Services Office no later than the end of the sixth week of classes during the subsequent semester after the grade has been officially transcribed. The Dean of Health Sciences will contact the student, the faculty member, and Chair of the Academic Appeals Committee within

seven (7) business days regarding the appeal after receiving a signed Academic Appeals Form. (*TCC Student Handbook Policies and Resources 2009-2010*)

**a. Academic Appeals Committee Membership**

The Academic Appeals Committee will be composed of three members of the college community from each campus and one student from each campus for a total of sixteen (16) members.

The composition of each campus's representatives will be as follows:

- 1) Director of Student Development or his/her counselor designate;
- 2) A faculty representative chosen by the faculty;
- 3) A member appointed by the Provost;
- 4) The Student Government Association will recommend one student member from each campus for approval and appointment by the Dean of Student Services from each campus.

With the approval of the President, additional members may be appointed to the Academic Appeals Committee if circumstances warrant an increase in the number of committee members, such as a large case load or the unavailability of committee members. The Committee will convene and select a Chairperson annually by the fourth week of classes during the fall semester.

**b. Academic Appeals Committee Procedures for Final Course Grade Appeal**

Upon receipt of a completed Academic Appeal Form, the Committee Chair shall promptly appoint a panel to preside over the hearing, usually within fifteen (15) business days. The panel will consist of five (5) members, at least one (1) of which will be a faculty member, and one (1) student.

The Chair of the committee will be responsible for all correspondence with a student that has submitted a request for a final course grade appeal. Hearings shall be conducted in a timely manner, consistent with established procedures. The student may expect that a final resolution of the final course grade appeal may be reached no later than the end of the semester following the date that the course grade was transcribed.

*The Academic Appeals Committee's decision shall be final.*

**C. Other Academic Grievances—Grievances other than final course grade appeals**

**Procedure.** A student who wishes to grieve an academic decision pertaining to a single assignment or sub-set of course assignments other than a final course grade must proceed as follows:

**1. Informal Meeting with Faculty Member.**

The student should attempt to resolve the matter directly with the individual Faculty member who assigned the grade, as soon as possible after the academic decision is known, and prior to the end of the course semester, through submission of a written request for a meeting that includes in writing the grade and rationale for the grievance. The written request may be in the form of an email message. Upon receipt of the written grievance and request for a meeting, the individual Faculty member will establish an appointment and will timely hold a personal conference with the student to discuss the grievance.

**2. Formal Meeting with the Course/Level/Program Faculty Team**

If the student and the Faculty member cannot reach a mutually satisfactory resolution to the academic decision/grade, the student may request a formal review of their grievance with the Faculty Team (Course/Level/Program). The student must describe the grievance related to the course assignment grade(s), the date(s) of occurrence, why the student believes the course assignment grade(s) decision was/were erroneous, capricious and/or arbitrary, the student's attempts to resolve the grievance informally with the individual Faculty member, and the precise relief sought by the student. The student may attach copies of any relevant documents with their written grievance. The grievance must be presented in writing to the Lead Faculty for the course before the end of the course semester in which the grade is received. The grievance may be written and submitted in an email communication. The Faculty Team will schedule a meeting with the student within 7 working days of receipt of the student's request for formal review, and will render a decision in writing within 7 working days of the meeting with the student, with written recommendations for resolution of the grievance sent to the student and individual Faculty member.

### **3. Formal Written Grievance Submitted to Associate Dean.**

If the student and the Faculty Team cannot reach a mutually satisfactory resolution to the academic decision/grade, the student may file a formal grievance with the Associate Dean, within 7 working days of receipt of the written decision of the Faculty Team. The grievance must be presented in writing to the Associate Dean for the division in which the course is offered and before the end of the course semester in which the grade is received. *(In the case of an MLT student, the written grievance will be directed to the Dean of Health Sciences).*

The student must describe the grievance related to the course assignment grade(s), the date(s) of occurrence, why the student believes the course assignment grade(s) decision was/were erroneous, capricious and/or arbitrary, the student's attempts to resolve the grievance informally and formally, and the precise relief sought by the student. The student may attach copies of any relevant documents with their written grievance. The student should ensure that the division has the student's most current contact information on file, including mailing address and telephone number and email address, if indicated. **It is the student's responsibility to ensure that their current contact information is maintained in all college offices.**

The Associate Dean will review all evidence, interview the Faculty member, Faculty Team, and student, and will hold joint conferences with the Course Facilitator/Program Director, student and Faculty member(s) to attempt to resolve the grievance. The Associate Dean will submit a written decision, to the student, Faculty member and Course Facilitator/Program Director, as indicated, with recommendations as to the resolution of the appeal within seven (7) working days of receipt of the written grievance. ***The decision of the Associate Dean in the case of an academic grievance that DOES NOT pertain to a final course grade appeal is final.***

## RE-ADMISSION

- A. Any academic or conduct probation exceeding one semester or occurring a second time resulting in dismissal makes the student ineligible for re-admission.
- B. Withdrawal in good standing with a 2.8 grade point average in all PTA coursework will be re-admitted in the following admission period. Failure to be re-admitted at that time will result in re-application and re-consideration along with all applicants.

## GRADUATE FOLLOW UP

Graduates of this program may expect to be contacted regarding their employment situation and related topics in periodic surveys from the Program Director. It is a professional responsibility of the graduate to respond to these inquiries in order to assist with further evaluation and development of this program.

## LICENSURE

Upon graduation from an accredited program, a physical therapist assistant student is considered to be a candidate for the certification examination offered by the Federation of State Boards of Physical Therapy. The certification examination is now offered on a regular basis by computer. The Program Director will give each student an application form for the examination. It is the candidate's responsibility to complete the application form and return it with payment of fees to the testing agency. Individuals who have been convicted of a felony or of a crime involving moral turpitude, or who have had a drug problem may not be permitted to take the licensure examination.

All persons must contact their state board to apply for licensure for that state in which they want to work. Most states have some form of licensure or certification required.

***Oklahoma State Board of Medical Licensure & Supervision***  
***P.O. Box 18256***  
***Oklahoma City, OK 73154***  
***(405) 848-6841***  
<http://www.okmedicalboard.org/>



## AMERICAN PHYSICAL THERAPY ASSOCIATION MEMBERSHIP

Any physical therapy student enrolled in an accredited program is eligible for student membership in the [American Physical Therapy Association \(APTA\)](#) and we encourage your participation in this professional organization. Your membership and active involvement with the APTA does not only strengthen this organization, but will also strengthen and advance your career as well. Upon payment of dues the student is entitled to receive publications and regular mailings about conferences and workshops.



The student is also encouraged to participate in the [Oklahoma Physical Therapy Association \(OPTA\)](#). The OPTA has monthly meetings and educational programs for its members. Non-members and all students are welcome at these meetings.



# Physical Therapist Assistant Informed Consent

## **TCC PTA PROGRAM INFORMED CONSENT**

I understand that the program is academically rigorous and understand that knowledge and skills gained in General Education courses are foundational and will be applied throughout the educational process. I understand that the program will include academic, laboratory and clinical work performed in the classroom, laboratory, hospital or other clinical facilities and will include direct care or exposure to clients with a variety of illnesses and diseases. I understand that I may be exposed to disease carrying bacteria, and substances used to kill these organisms. I understand that as a student, I must do so with or without reasonable accommodations.

I understand that as a student in the program, I consent to participate in human subject demonstration and studies in the classroom, laboratory and clinical facilities as part of the educational process. I understand that I may also be videotaped, audio taped, or photographed in the course of this program. Participation in said activities necessitates the wearing of appropriate and specific clothing. Laboratory clothing for males include shorts and T-shirts and the males will be asked to expose their upper torso; females need shorts, T-shirts, and a sports bra. I understand that as a student, I must perform the above with or without reasonable accommodations.

I understand that I am responsible for my own transportation to and from academic and clinical experiences and that out of town travel or residence will be necessary to complete clinical education. I also understand that clinical attendance is mandatory and all absences are considered unexcused and that participation in clinical education may also require drug testing and criminal background information. I understand that I must do so with or without reasonable accommodations.

Proof of immunizations, TB screening, CPR certification, background check, and drug screening will be required and the cost of these items may be incurred by me. In addition, some clinical facilities may require additional or updated risk management items during my time in the program of which I will be responsible for the cost. I also understand that if requested by the school, I must provide a medical release from my physician to resume the program.

I understand that I must maintain good health and notify the school of any physical or mental limitations/problems that may affect my performance. As a student I must demonstrate the emotional stability to function effectively under stress and the ability to adapt to a changing, unpredictable environment. I understand that I must do so with or without reasonable accommodations.



Physical therapy is a dynamic profession dealing primarily with the assessment and management of movement disorders. To this end, students must be capable, within reason, of participating in physical activities typical in day-to-day self-care, must be able to perform motor function tests and treatments on others, and must be able to ensure the physical safety of a patient at all times. I understand that I must do so with or without reasonable accommodations. I have read and understand the essential functions of the profession of physical therapist assistant and understand I must perform these with or without reasonable accommodations.

I understand the physical requirements of this program to be strenuous. I must be able to with or without reasonable accommodations:

1. achieve CPR certification through the American Heart Association BLS for Healthcare Providers (CPR and AED) Program
2. stand for 8 hours
3. sit for 8 hours
4. perform skills requiring manual dexterity, fingering and feeling
5. maintain good standing balance on all surfaces
6. administer manual exercises
7. perform skills requiring walking
8. safely transfer patients from all surfaces
9. measure vital signs
10. make simple mechanical adjustments and repairs of therapy equipment
11. lift up to 20# frequently
12. lift up to 50# occasionally
13. squat, stoop, kneel and/ or crawl
14. transport patients with wheelchairs and carts by pushing and pulling

I understand that I will be directed to the electronic versions of the Physical Therapist Assistant Program Student Handbook, the Clinical Education Student Handbook and the Student Code of Responsibility and Conduct for Tulsa Community College at the beginning of the fall term. I must adhere to all rules and regulations of the school and clinical sites. Ethical and professional conduct will be expected of all students. These characteristics encompass intelligence, compassion, empathy, altruism, integrity, responsibility and tolerance.

In consideration of being permitted to participate in the Physical Therapist Assistant Program, I understand that it is my responsibility to seek academic accommodation services. The faculty may be able to accommodate me if a formal request is made and official certification of the disability is completed.

I understand that the TCC PTA Program and its faculty have a responsibility to the public to assure that its graduates can be fully competent and caring in the role of a physical therapist assistant.

I hereby certify that I have read the entire document, that I am fully familiar with the contents of this document and that I fully understand its terms. Any questions that I have about this program

and the contents of this document have been fully explained to my satisfaction. I am over 18 years of age.

Signature and Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

(If student is a minor.)

\_\_\_\_\_

# TCC PHYSICAL THERAPIST ASSISTANT PROGRAM

## Essential Functions

### For Candidates of the Associate of Applied Science In the Physical Therapist Assistant Program Admission, Continuance, and Graduation

**The following document outlines elements of the profession of the physical therapist assistant to which we feel candidates should be particularly aware, as they apply to expectations for student performance and participation in this educational program. Please read this document carefully, feel free to ask questions for clarification, and consider the scope of the educational program into which you are enrolling.**

Tulsa Community College's Associate of Applied Science Degree (AAS) for the physical therapist assistant signifies that the holder of the degree has been educated to competently practice the profession of physical therapist assistant in all healthcare settings and to apply for licensure in the State of Oklahoma. The education of a healthcare professional requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in both semi-autonomous and collaborative practices and making appropriate decisions required in such practice. The practice of the profession emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the AAS for physical therapist assistant from TCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the AAS for physical therapist assistant, these functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other healthcare providers.

### **The Essential Functions**

The essential functions to acquire or demonstrate competence in a discipline as complex as healthcare are needed for successful admission, continuance, and graduation by candidates for the AAS for physical therapist assistant in addition to the standards of behavior and academic conduct set forth in the TCC Code of Conduct and the PTA Program of Conduct, include, but are not limited the following functions, skills, competencies, abilities, and behaviors:

**Motor Skills**

Candidates shall have sufficient motor function so that they are able to execute movement required to provide general care and treatment to patients in all health care settings. [For example: For the safety and protection of the patients, the candidates must be able to perform CPR, function in an emergency situation, gait train and transfer train a patient]

**Sensory/Observation**

Candidates must be able to acquire information presented through demonstrations and experiences in the basic and profession's sciences. He or she must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing an assessment and intervention or administering treatment. The candidate must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in body tissue, and auditory information.

**Communication**

Candidates must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The candidate must be able to communicate effectively in oral and written forms of English. The candidate must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the candidate's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

**Cognitive**

Candidates must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of professional study. The candidate must be able to quickly read and comprehend extensive written material. He or she must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

**Behavioral/Emotional**

Candidates must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and families. In addition, s/he must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes

with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

### **Professional Conduct**

Candidates must possess the ability to reason morally and practice in an ethical manner. Candidates must be willing to learn and abide by the professional standards of physical therapy practice. S/he must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. Candidates must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

### **Reasonable Accommodation for Disabilities**

Tulsa Community College is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The College works closely with the Education Access Center (EAC) in this process. EAC is the contact point for students with permanent or temporary sensory, physical, or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact EAC to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting your accommodations is very important. The College does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the EAC on the Metro campus, MC 331B, 918-595-7115 or Resource for the Deaf and Hard of Hearing 918-595-7428/TDD-TTY 595-7434.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The College will work with the student and the EAC to provide, if possible, reasonable accommodations. While the College will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions, technical standards, or academic requirements of the PTA Program, or result in an undue financial or administrative burden.

By signing below, I am indicating that I have read and understand the PTA Essential Functions and affirm that I can perform all of the above Essential Functions with or without reasonable accommodations.

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Name

ID#

Date