Physical Therapist Assistant Program

Student Handbook

2026-2028

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WELCOME

Dear Physical Therapist Assistant Student,

We congratulate you on your admission to the P.T.A. program! We recognize your dedication to your future career and the challenges you will meet along the way. Over the next two years you will learn more than you ever imagined, gain unforgettable experiences, develop new skills and make lifetime friends. The PTA faculty is here to assist you along the way. We encourage you to come to us for answers to questions, to discuss concerns, desires, and goals or just to talk.

This handbook is designed to serve you throughout the program. It hopefully will be an informational resource for the PTA program. However, you should always feel comfortable asking any questions of the PTA program faculty.

The faculty looks forward to having you as a Student Physical Therapist Assistant. We know that together you will graduate a competent, qualified P.T.A. who will be able to provide quality patient care, practice ethically, and be an asset to the profession of physical therapy, making a difference in the lives of your clients and contributing to the outstanding reputation of the PTA program here at ACC.

Good luck as you continue down the path toward becoming a Physical Therapist Assistant.

Alexis (Lexi) Gaines, PT, DPT

PTA Program Faculty/Program Director/Director of Clinical Education

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303-797-5232

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ACCREDITATION

Arapahoe Community College is fully accredited by the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602, 800-621-7440. The PTA program at Arapahoe Community College is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 1000, Alexandria, VA 22305-3085; 703-706-3245.
CAPTE considers complaints about programs that are accredited or are seeking accreditation by CAPTE, and complaints about CAPTE itself. Please go to CAPTE Complaints to learn more about submitting a complaint.

NON-DISCRIMINATION STATEMENT

Arapahoe Community College is required under Title IX of the Education Amendments of 1972 and the Office for Civil Rights, Department of Education, not to discriminate on the basis of sex.

Arapahoe Community College (ACC) prohibits all forms of discrimination and harassment including those that violate federal and state law or the State Board for Community Colleges and Occupational Education Board Policy 19-60. Individuals affiliated with the Colorado Community College System, including its Colleges (CCCS or System) shall not discriminate or harass on the basis of sex, gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, familial or marital status, veteran or military status, pregnancy status or related conditions, religion, genetic information, gender expression, gender identity, sexual orientation, sex characteristics, sex stereotypes, or any other protected category under applicable local, state or federal law (also known as "civil rights laws"), in connection with employment practices or educational programs and activities, including in admissions. Individuals shall not retaliate against any person who opposes discrimination, harassment, or retaliation, or participates in any complaint or investigation process.

The College has designated Angela Johnson as the Title IX Coordinator with the responsibility to coordinate the College's civil rights compliance activities and complaint procedure related to Title IX of the Education Amendments of 1972. For more information, please see the information available on the ACC website regarding Sexual Misconduct and Title IX. If you have any questions, please contact Angela Johnson at 5900 S. Santa Fe Drive, Littleton, CO, 80120, telephone: 303.797.5715, email: eoandtitleixcoordinator@arapahoe.edu.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requests for academic accommodation can be made by contacting the Disability Access Services Office at 303.797.5860.

Accommodation for student activities and events will be provided upon request. Persons with disabilities who require accommodation to participate in a student activity should notify the Student Life Office (303.797.5668) at least three working days prior to the event. Accommodation cannot be guaranteed after that date.

Inquiries or specific complaints of alleged disability-related discrimination or harassment should contact the Human Resources Director, Angela Johnson (303.797.5715), Arapahoe Community College, 5900 S. Santa Fe Drive, Littleton, CO 80120.

Any student eligible for and needing academic adjustments or accommodations because of a disability should inform the PTA Program Director during the first week of attending the program. A copy of the letter of accommodation must be presented to the Program Director and instructors at the beginning of each semester.

To better prepare students for supervised clinical practice in their clinical internships and the expectations of clinical practice, full accommodations will be provided during the first year of the program. During the second year of the program, during practical exams additional time accommodations will not be available. Similarly, accommodations are not available during clinical internships.

Students should also be aware that accommodations typically provided on the National Physical Therapist Assistant Exam are more limited than those provided at educational institutions. Students should contact the Federation of State Boards of Physical Therapy in advance of their exam to determine what accommodations will be provided.

DEFINITION & FUNCTION OF A PHYSICAL THERAPIST ASSISTANT

ROLE AND FUNCTION OF A PHYSICAL THERAPIST ASSISTANT

The role, function and utilization of a Physical Therapist Assistant are defined by the professional organization, American Physical Therapy Association (APTA), state of Colorado Practice Act, and insurance providers including Medicare. Physical therapy providers are responsible to be aware of all areas that regulate the delivery of physical therapy services which include the afore mentioned entities and the patient's individual insurance providers.

HOD P08-22-09-11 [Amended HOD P06-18-28-35; HOD P06-05-18-26; HOD 06-00-16-27; HOD 06-9907-11; HOD 06-96-30-42; HOD 06-95-11-06; HOD 06-93-08-09; HOD 06-85- 20-41; Initial HOD 06-84-16-72/HOD 06-78-22-61/HOD 06-77-19-37] [Position]

Physical therapist services are always provided directly by the physical therapist and with responsible utilization, direction, and supervision of the physical therapist assistant when appropriate. The physical therapist assistant is the only individual who assists a physical therapist in the provision of physical therapist services and is licensed or certified in the jurisdiction in which they work. The use of other support personnel, whether in the performance of tasks or clerical activities, relates to the efficient operation of the physical therapy service.

Physical therapists shall provide safe, accessible, cost-effective, and evidence-based services. The physical therapist is responsible for patient and client management including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. When the physical therapist utilizes a physical therapist assistant to perform components of intervention and collect selected examination and outcomes data, collaboration, as defined in the Core Values for the Physical Therapist and Physical Therapist Assistant, between the physical therapist and physical therapist assistant is essential.

Regardless of the setting in which the physical therapist service is provided, the following actions must be conducted, and responsibilities must be born solely by the physical therapist:

- Interpretation of referrals when available.
- Initial examination and reexamination.
- Evaluation, diagnosis, and prognosis.
- Development or modification of a management plan and plan of care, which is based on the initial examination or reexamination and includes the physical therapy goals and outcomes.
- Determination of when the expertise and decision-making capability of the physical therapist requires the physical therapist to personally render services and when it may be appropriate to utilize the physical therapist assistant.
- Revision of the management plan and plan of care when indicated.
- Conclusion of an episode of care.
- Responsibility for any "hand off" communication.
- Oversight of all documentation for services rendered to each patient or client.
- Consultation.

The physical therapist remains responsible for physical therapist services provided when the physical therapist's management plan and plan of care involves a physical therapist assistant. Regardless of the setting in which the service is provided, the determination to utilize a physical therapist assistant as part of the patient's or client's interprofessional services team requires the education, expertise, and professional judgment of a physical

therapist as described by the Standards of Practice for Physical Therapy, the Code of Ethics for the Physical Therapist, and the APTA Guide for Professional Conduct.

In determining the appropriate extent of assistance from and collaboration with the physical therapist assistant, the physical therapist considers:

- The physical therapist assistant's education, training, experience, and skill level.
- Patient or client criticality, acuity, stability, and complexity.
- The predictability of the consequences.
- The setting in which the care is being delivered.
- Federal and state statutes, and rules or regulations.
- Liability and risk management concerns.
- The mission of physical therapist services for the setting.
- The frequency needed of reexamination.

LEVELS OF SUPERVISION
HOD P06-19-13-45 [Initial: HOD P06-00-15-26] [Position]

The American Physical Therapy Association supports the following levels of supervision within the context of physical therapist practice. The following levels of supervision are the minimum required for safe and effective physical therapist services. The application of a higher level of supervision may occur at the discretion of the physical therapist based on jurisdictional law regarding supervision, patient or client factors, the skills and abilities of the personnel being supervised, facility requirements, or other factors.

Further information regarding supervision is available in Direction and Supervision of the Physical Therapist Assistant, Student Physical Therapist and Physical Therapist Assistant Provision of Services, and The Role of Aides in a Physical Therapy Service.

Supervision Levels:

- General Supervision: General supervision applies to the physical therapist assistant. The physical therapist is not required to be on site for supervision but must be available at least by telecommunication. The ability of the physical therapist assistant to provide services shall be assessed on an ongoing basis by the supervising physical therapist.
- Direct Supervision: Direct supervision applies to supervision of the student physical therapist and student physical therapist assistant. The physical therapist, or the physical therapist assistant when supervising a student physical therapist assistant, is physically present and immediately available for supervision. In both cases, the physical therapist or physical therapist assistant will have direct contact with the patient or client on each date of service. Telecommunication does not meet the requirement of direct supervision.
- Direct Personal Supervision: Direct personal supervision applies to supervision of a physical therapy aide. The physical therapist, or where allowable by law the physical therapist assistant, is physically present and immediately available to supervise tasks that are related to patient and client services. The physical therapist maintains responsibility for patient and client management at all times.

DEFINITION AND UTILIZATION OF THE PHYSICAL THERAPIST ASSISTANT (State of Colorado)

As of June 1, 2012, PTAs in Colorado have been required to have state certification. In Colorado PTAs are allowed off-site supervision but may not provide clinical supervision for other unlicensed personnel when the PT is not on site. By law a Physical Therapist Assistant can only practice physical therapy under the supervision of a physical therapist.

According to the Colorado Practice Act a licensed PT must be on the premise when a student PTA is involved in patient care. A PTA student is not counted in the 1:4 ratio of licensed PTs to individuals who are not PTs assisting in the practice.

For more information, please go to: Department of Regulatory Agencies

MEDICARE REQUIREMENTS

Physical therapist assistants can render physical therapy services under the Medicare Program without the qualified physical therapist being on the premises (except for privately owned physical therapy clinics) as long as the physical therapist assistant meets certain qualifications and certain supervisory requirements are met. The service must, in fact, be performed by or under the supervision of a qualified physical therapist; i.e., the qualified physical therapist provides authoritative procedural guidance or the rendering of the services with initial direction and periodic inspection of the actual act. Periodic inspection is required at least once every 30 days.

Medicare reimburses for physical therapy when the services are provided by a recognized provider (PT and/or PTA). Medicare does NOT reimburse for student minutes for physical therapy. Therefore, a physical therapist must be present and in line-of-sight with a PTA student to legally seek and receive reimbursement.

As of January 2010, Medicare's definition of a qualified PTA practitioner requires that PTAs who graduated from an accredited program after 2008, will also have to successfully complete the Nations PTA examination and to request reimbursement for care of Medicare beneficiaries.

JOB OUTLOOK

Employment in the Health services is one of the largest industries and includes 11 million jobs. The top 20 fastest growing occupations include nine in the health services area with most of the jobs requiring less than 4 years of education beyond high school.

Employment of physical therapist assistants is expected to grow much faster than the average. Despite reimbursement limits imposed by federal legislation, the demand for physical therapist assistants will continue to rise, with growth in the number of individuals with disabilities or limited function including the rapidly growing elderly population. Additionally, future medical developments should permit an increased percentage of trauma victims to survive, creating added demand for therapy services. Licensed physical therapist assistants can enhance the cost- effective provision of physical therapy services by providing physical therapy after the patient has been evaluated. Median annual earnings of physical therapist assistants were $68,730 in 2025.
Mean Annual Salary for PTAs in Colorado 2025.

PTA PROGRAM GRADUATE OUTLOOK

Locally, graduates from Arapahoe Community College PTA Program have been employed in nursing homes, hospitals, school systems, home health and outpatient facilities. Placement rate for the 2018- 2025 PTA graduates is 100%. Beginning June 1, 2012, PTA employment in Colorado requires certification of PTAs which includes successful completion of the National Physical Therapist Assistant exam after graduation. The NPTA Exam ultimate pass rate for graduates of the ACC PTA Program is consistently over 90% and often is 100%.

PROGRAM POLICIES

VISION AND MISSION OF THE PTA PROGRAM

VISION STATEMENT

To be Colorado's recognized leader in physical therapist assistant education through flexibility and innovation in all aspects of our program including recruitment, admissions, and classroom and clinical education.

Mission Statement

The Physical Therapist Assistant program will provide an accessible, inclusive, comprehensive learning opportunity that will produce physical therapist assistants who will provide high quality, contemporary physical therapy services to patients/clients within the scope of practice of the physical therapist assistant under the supervision of a physical therapist.

Philosophy

The Physical Therapist Assistant program provides physical therapist assistant education to a widely diverse student clientele. Since the educational needs of the program's constituency vary significantly, the program is committed to maintaining instructional flexibility to provide for these diverse needs; it encourages lifelong learning.

The Physical Therapist Assistant program fosters a sense of personal and professional integrity, ethics and responsibility, and understanding of the critical thinking and problem-solving processes; it develops communication skills and promotes an awareness and acceptance of individuals and groups from various backgrounds. The physical therapist assistant program's commitment to this educational process will prepare students with the medical knowledge, clinical skills, and professional behaviors necessary to meet the challenges inherent within our complex, evolving systems of physical therapy and health care delivery.

The Physical Therapist Assistant program responds to our physical therapy community including efforts to advance the recognition of the field of physical therapy and the role of PTAs within the field. We partner with area clinicians and facilities to determine and meet the community's needs for physical therapist assistants.

PTA Program Goals:

The PTA program will:

- Produce graduate PTAs prepared to competently perform the duties of a PTA in a variety of PT settings,
- Produce graduate PTAs prepared to successfully complete the national licensure examination and obtain licensure/certification in the state of their choice,
- Produce graduate PTAs prepared with technological proficiency to effectively participate in the ever-evolving practice of Physical Therapy,
- Advance the recognition of the field of physical therapy and the role of PTAs within the field.

HEALTH CARE

The PTA program at Arapahoe Community College does not provide health insurance for students. A low-cost health insurance plan is available through the APTA for student members.

If an injury occurs during internships, the facility will provide emergency care with expenses being covered by Workmen Compensation through ACC. It is the student's responsibility to immediately notify the PTA Program Director/DCE of work-related injury.

It is the student's responsibility to report any significant health care problems and the taking of prescription medication to the PTA Program Director and, when appropriate, to his/her clinical supervisor. The reporting of any change in the student's health status including pregnancy or taking of prescription drugs will not jeopardize the student in the PTA Program but rather assist in planning and providing safe educational and clinical experiences. Any physical limitations or recent change in physical status including hospitalization must be documented by a physician in writing. A written statement from the physician must be presented to the Program Director when limitations are removed or discharged from the hospital before a student may resume participating in class, labs, and/or internships.

Students, at their own expense, will be required to prove current immunizations, complete a background check, and drug screening before placement in affiliations. Students will be oriented to bloodborne pathogens, fire and electrical safety, and HIPPA standards annually. Students will be provided with specific directions, cost and other information, forms, and/or waivers during affiliation orientation.

CDC Covid Protocols

The PTA Program continues to follow CDC recommendations and protocols regarding COVID-19. In addition to available preventions and treatment recommendation, current recommendations for testing and receiving a positive test include:

If you have symptoms of a respiratory virus (including COVID-19), the CDC recommends the following:

- Stay home and away from others: Isolate yourself until at least 24 hours after both symptoms are improving overall and you haven't had a fever without using fever-reducing medication.
- Take precautions: For five additional days after the initial isolation period, consider wearing a mask, maintaining physical distance, practicing good hygiene, and taking steps for cleaner air.
- Seek medical care promptly: If you have risk factors for severe illness, talk to a healthcare provider for testing and/or treatment as soon as possible, as treatments are most effective when started early.

Additional prevention strategies

- You can choose to implement these extra precautions based on your individual circumstances or community transmission levels:
- Wearing a mask: Consider wearing a well-fitting mask or respirator, particularly in crowded indoor areas or when traveling.
- Maintaining physical distancing: Especially important in crowded indoor environments and when interacting with individuals at higher risk of severe illness.
- Testing for COVID-19: Testing can help you determine the next steps, like seeking treatment or taking precautions to prevent spreading the virus to others.

INJURY POLICY

Students are covered by Workers' Compensation while in an assigned clinical setting. In the event of an injury the student must do the following:

At the Clinical Site:

- Report the incident to his/her clinical instructor.
- Follow through with the facility's requirements for on-site treatment and documentation. Provide a copy of the facility's documentation to ACC Human Resources Office. Follow-up care must be provided by ACC Workers' Compensation providers as listed below.
- Check patient/client chart for history of Hepatitis B or any other communicable disease (if appropriate). At

ACC:

- Report to the Human Resources Office, ACC Church Street Building, 797-5741 within 48 hours of incident.
- Bring copies of the facility's report and any billings related to treatment.
- Complete Workers' Compensation claim form, available from the Human Resources Office.
- Arrange follow-up care through the ACC Human Resources Office:
- Human Resources will contact Concentra to either let hospital personnel know that you are on your way or to make an appointment for you.
- Upon treatment from Concentra, submit the necessary paperwork back to the Human Resources Office for further processing no later than 72 hours after the incident.

Care Providers for Work-Related Injuries & Illnesses

Any work-related injury that is not life-threatening and occurs during standard work hours, requires that you first contact Human Resources at 303.797.5741 or askHR@arapahoe.edu prior to seeking medical attention.

Medical care, during standard clinic hours, for work-related injuries is provided at HealthOne/CareNow clinics or Concentra clinics. If an injury is life-threatening, proceed immediately to the nearest emergency room or dial 911.

During Standard Clinic Hours:

CareNow Urgent Care

20 W Dry Creek Cir #100
Littleton, Colorado 80120
303 789-1009

9330 S University Blvd Suite 100
Highlands Ranch, CO 80126
(303) 346-3627

Concentra Health

5990 S University Blvd
Greenwood Village, CO 80121
(720) 446-5890

7120 E. Couty Line Rd
Highlands Ranch, CO 80126
(720) 446-5891

After Hours Care:

Littleton Adventist Hospital

7700 S Broadway, Littleton, 80122

(303) 730-5800

Note: You may be liable for all medical bills if you choose your own doctor for treatment of a work-related injury.

*It is important to note that the student should not be driven to the hospital or Concentra by another individual (for liability reasons). If they are unable to drive themselves, an ambulance should be called to take them for treatment.

Also – the student shouldn't return to clinical until released by Concentra. For return to clinical, the student must be released without restrictions. Both the clinical facility and the PTA program director must be kept updated on student's status.

Sexual Misconduct and Title IX

The ACC community has the right to be free from sexual violence. All members of the ACC community are expected to conduct themselves in a manner that does not infringe upon the rights of others. ACC is committed to a zero-tolerance policy for sex/gender-based misconduct.

ACC employees have an ethical obligation to report any incidences they are aware of concerning discrimination and / or harassment. If you have questions or are unsure, contact Human Resources or the Dean of Students Office.

Sexual misconduct includes unwanted sexual activity, touching, or behavior. Attempting these behaviors is sexual misconduct.

Alcohol and drug use NEVER excuse or lessen violations to the Sexual Misconduct Procedure. Possession, use, or distribution of any rape drug, such as Rohypnol, Ketamine, GHB, etc. is a violation of the Sexual Misconduct Procedure.

Sexual misconduct includes, but is not limited to, the following:

- Sexual Harassment
- Non-consensual Sexual Contact
- Non-consensual Sexual Intercourse
- Sexual Exploitation

Sexual Harassment

Sexual harassment is unwanted behavior or language based on gender that prevents someone from attending or benefiting from class, work, or other ACC activities. Harassment can happen between any two people and can be mild or severe. Sexual harassment includes, but is not limited to, the following:

- Unwanted sexual advances or asking for sexual favors
- Gender-based stalking, bullying, intimidation, or hazing
- Denying employment, education, opportunities, or benefits based on gender
- Attempting to coerce an unwilling person into a sexual relationship

- Violence between people in an intimate relationship
- Punishing a request to engage in a sexual act
- Requiring a sexual act in exchange for a benefit
- Repeatedly giving someone unwelcome sexual attention

Non-Consensual Sexual Contact

Non-consensual sexual contact is any sexual touching that is on purpose, without consent, and/or by force. Examples:

- Groping or fondling
- Making someone touch you sexually
- Touching someone's backside or breasts without consent

Sexual harassment is illegal and is a violation of Title VII of the Civil Rights Acts of 1964 and Title IX which prohibits sex discrimination in educational programs or activities. The College is committed to upholding this policy prohibiting sexual harassment. Violation of this policy may be grounds for dismissal. While it is the purpose of this policy to protect all persons associated with the College from sexual harassment, it shall also be a violation of this policy to knowingly make a false allegation of sexual harassment.

Individuals who feel they have been subjected to sexual harassment and are in need of further information as to the procedures, may contact:

Angela Johnson, Title IX Coordinator

Human Resources Director

5900 S. Santa Fe Drive, Littleton, CO 80120 CSB1015,

Littleton Campus, Church Street Building

303.797.5715

Angela.johnson@arapahoe.edu

OR

Kathyrn Mahoney, Deputy Title IX Coordinator

Dean of Students

kathryn.mahoney@arapahoe.edu

303.797.5674

All matters involving sexual harassment complaints are taken seriously and shall be investigated. Complaints shall remain confidential to the extent possible. Filing a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment, work assignments or grades.

Membership in such ACC Selective Admissions Programs and Student Clubs and Organizations should promote the development and well-being of all members, participants, recruited individuals, and the greater community. Group inclusion or initiation, by means of hazing, is strictly prohibited by Arapahoe Community College, the State of Colorado, and the U.S. Department of Education.

To review how hazing is define at ACC refer to the CCCS SP 4-30a Procedure: SP 4-30a – Student Behavioral Expectations and Responsibilities Resolution Procedure

Essential Functions for the Physical Therapist Assistant Student

The PTA Student must be able to demonstrate:

1. Motor Abilities including the ability to
   - complete an 8–10-hour shift.
   - sustain activity up to 4 hours at a time.
   - walk, bend, stand, and reach consistently throughout an 8–10-hour shift.
   - li□frequently with the proper body mechanics throughout an 8-10 hour day and dead lift 25 to 30 pounds alone and ASSIST with the management of 150-350 pounds.
   - transfer clients (patients) safely.
   - guard and assist with ambulation (gait).

2. Observation Skills including the ability to
   - assess, through functional use of vision, olfactory, hearing, and somatic abilities, the patient,
   - comprehend and interpret the information and report the results to the supervising physical therapist.

3. Interpersonal and Communication Abilities including the ability to
   - utilize appropriate verbal and non-verbal communication skills.
   - utilize correct grammar, expression, accurate spelling, and legible handwriting as applicable in oral, written and electronic formats.
   - provide effective, concise, and organized oral and written information and education to all pertinent individuals.
   - interact effectively with patients, families, colleagues, other health professionals, and the community in a culturally aware manner.

4. Hearing Ability including the ability to
   - hears patient concerns and emergency signals.
   - hears and interprets verbal instructions from others.

5. Visual Ability including the ability to
   - assess a patient/client from 10 feet away.
   - observe patient conditions and observes patient/responses.
   - read charts, computer screen, dials, labels, and gauges.
   - observe laboratory and clinical demonstrations.
   - display visual/spatial skills sufficient for patient safety and comfort.

6. Tactile Ability including the ability to
   - discriminate muscle tone, tissue temperature, so□tissue changes
   - perform appropriate hands-on interventions such as soft tissue mobilization, facilitation, or passive range of motion.
   - demonstrate fine motor skills for effective and efficient patient management such as handling of therapeutic equipment and accurate documentation.

7. Environmental Safety including the ability to
    - follow universal precautions, safety/security procedures and protocols;
    - work safely with potentially hazardous body fluids;
    - utilize disinfectants and cleaning agents;
    - tolerate frequent handwashing and tolerate wearing gloves, masks and safety eyewear.

8. Critical Thinking including the ability to solve problems by assessing and utilizing scientific evidence of safe and effective physical therapy practice.

OFF CAMPUS LEARNING EXPERIENCES

Students may be expected to attend scheduled learning experiences off ACC campus to maximize educational opportunities. The experiences may be during academic courses (field trips) and include participation in internships as required by the PTA Program. Students will be expected to provide their own transportation to all experiences. Students will be required to sign College permission forms prior to attending field trips and faculty will be responsible for timely completion and submission of these forms. No forms are required to attend internship experiences. Arapahoe Community College and the Physical Therapist Assistant Program are not liable for any accidents during all off-campus experiences.

Additionally, to ensure the safety of persons involved with clinical affiliations, the following procedures will be adhered to:

- A current, fully executed clinical affiliation agreement will be in place before a student participates in an internship in a facility.
- Prior to the beginning of each clinical affiliation, the DCE will confirm that each student has met health and safety requirement including, but not limited to:
    - Current First Aid and CPR certification
    - Vaccinations/immunizations – MMR, Hep B, PPD, tDap, COVID-19 vaccine, varicella, and flu shots (Oct. to April)
    - OSHA training in Body Mechanics, Fire and Electrical Safety, General Safety and Emergency Preparedness, Standard/Universal Precautions and Blood Borne Pathogens, Hazard Communications, Tuberculosis, Latex Allergies, Violence in the Workplace
    - Negative drug screening test results
    - Before participating in each clinical affiliation, PTA faculty will confirm that each student has shown the required competence on the appropriate skills.

USE OF ACADEMIC FACILITIES

The PTA program facilities are designed as a simulated PT clinic/classroom. Illegal or unethical use of these facilities will be grounds for dismissal from the program. The following guidelines must be observed.

- Student may not practice any PT modality on individuals who are not enrolled in the PTA program.
- Student may not practice any PT modalities prior to instruction of that modality by PTA program faculty.
- Student may not perform any "physician prescribed" treatment in the lab or using laboratory equipment.
- Student may not "treat" himself/herself or others for actual conditions in the PTA laboratory or using laboratory equipment.

- Student is required to maintain the equipment and the laboratory classrooms in a professional manner. All equipment must be returned to the proper storage area after use.
- Report any damaged or non-working equipment to the PTA Faculty.

Student Safety in Role of Patients

As a student in the PTA program, each student will participate as a subject in labs and demonstrations. This may include, but is not limited to palpations, strength and range of motion tests, application of physical therapeutic agents, exercise program instruction and administration of functional mobility training techniques.

Safe practices will be observed at all times under the supervision of the faculty/ instructor. Students are to 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.

Students have the right to refuse to be a subject or model when a procedure is medically contraindicated. The Program Director reserves the right to request a physician's statement exempting the student from certain activities.

Potential Health Risks

With any healthcare intervention, there is a potential element of risk or injury to the students. This risk is increased as other students-in-training administer these interventions. Some of the risks may include musculoskeletal injury, burn, allergic reactions, or spread of contagious disease through touch.

When working in the healthcare environment, individuals have greater potential for exposure to communicable diseases. To reduce the transmission of diseases, OSHA standards- including standard and/or transmission precautions and infection control procedures- will be followed throughout all aspects of the program. These standards are taught to PTA students during PTA 1010, Basic Care in Physical Therapy.

Substance Use/Abuse and Testing Guidelines

Smoking

Smoking is not allowed in ACC Buildings at any time. There will be no smoking or chewing tobacco during PTA class or lab time. Students are subject to clinic rules regarding the use of tobacco during clinical affiliation.

Alcohol

The use of alcohol will not be tolerated in the classroom or clinic. If at any time a question of inebriation becomes an issue, the student will be removed from any classroom/clinical area and the Reasonable Suspicion Based Testing procedure outlined below will be followed. Any charges incurred are the responsibility of the student.

Drugs

The use of drugs classified by the US Drug Enforcement Agency as controlled substances, unless prescribed by a physician for an identified therapeutic effect, is prohibited. Only the person for whom a prescription drug is prescribed can bring the medication on ACC property or a clinical setting. The prescription drug must be in its original container. The student must use the prescription drug only in the manner, combination, and quantity prescribed.

A. "REASONABLE SUSPICION BASED" SUBSTANCE TESTING

This procedure refers to the use/misuse of, or being under the influence of alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution or other work location as a representative of the Physical Therapist Assistant Program. The Physical Therapist Assistant Program may test students on a reasonable cause basis.

When a faculty/clinical instructor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait or confusion and these behaviors cause the faculty or clinical instructor to suspect the student is impaired by alcohol or drugs, the following actions will be taken:

The instructor will remove the student from the client care or assigned work area and notify the course faculty and/or Program Coordinator. Depending on agency requirements, the instructor may need to immediately notify the clinical agency.

Drug screening will be required whether or not the student admits to drug or alcohol use.

The student will be required to pay all costs associated with the "Reasonable Suspicion Based" drug testing.

If the results of the test(s) are negative for drugs, alcohol, and other illegal substances or for nonprescribed legal substances, the student must meet with the Physical Therapist Assistant Program Coordinator within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation, if warranted, the Physical Therapist Assistant Program Coordinator will make a decision regarding a return to the classroom or clinical se□ng.

If the results of the test(s) are positive for drugs, alcohol, and other illegal substances or for non-prescribed

legal substances, the student will be dismissed from the Physical Therapist Assistant Program and administratively withdrawn from all Physical Therapist Assistant courses for two consecutive semesters.

If a student refuses "Reasonable Suspicion Based" drug testing:

The instructor will remove the student from the clinical setting pending a full investigation through established college procedures and system policies.

The instructor will arrange for transport from the clinical site. If the student refuses transportation, law enforcement will be contacted for assistance.

The student will not be allowed to participate in the Physical Therapist Assistant Program until the investigation is completed.

A refusal to test will be considered a positive result and will be subject to appropriate disciplinary action up to and including possible dismissal from the Physical Therapist Assistant program.

B. DRUG SCREENING GUIDELINES

Placement at clinical sites for clinical coursework in ACC's Physical Therapist Assistant (PTA) Program is contingent upon presentation of a negative drug test. ACC will not accept a previous employment drug test. Some clinical agencies may require additional testing. This may result in additional cost to the student.

Before being assigned a clinical affiliation facility, all students enrolled in the ACC Physical Therapist Assistant Program must present documentation of a drug test completed within one month of the beginning of the clinical affiliation. The drug test and/or any necessary transportation to a testing facility must be paid for at the student's expense. For drug testing, students must use the designated lab identified by the ACC Physical Therapist Assistant Program and the test must be completed by the deadline established by the PTA program's Director of Clinical Education (DCE). Failure to meet the drug test deadline may result in the student being unable to attend their clinical affiliation. The student may not continue with PTA coursework until the clinical affiliation is completed.

The ACC Dean of Students Office receives drug screen reports and notifies the Physical Therapist Assistant Program if a student has passed or failed. The ACC Physical Therapist Assistant Program supports and enforces a zero (0) tolerance alcohol and drug policy. A student may request a retest (of the same sample) at the time notification of test failure is given. The student is fully responsible for the cost of this additional testing. If a student believes the positive test result is the result of a prescription medication, the Dean of Students will work with the student to determine if the use is prescribed or illicit. If the results of the retest are still positive or the use is determined to be illicit, the student will be unable attend the clinical affiliation. Tuition may be refunded in accordance with the College refund policy as stated in the catalog.

Students who do not pass a required drug test may face disciplinary action, including rescinding their admission, administrative withdrawal from courses, or dismissal from the academic program. Students may reapply to the program the following year. Students may seek assistance for substance abuse disorders through Student Services.

C. READMISSION GUIDELINES RELATED TO SUBSTANCE USE DISORDER

Students who are administratively withdrawn from PTA courses for reasons related to substance abuse will:

- Submit a letter requesting readmission to the Physical Therapist Assistant Program.
- Include documentation from a therapist specializing in addiction indicating status of substance use, addiction, recovery and/or documented rehabilitation related to the substance use.
- Include documentation of compliance of a treatment program as identified by the therapist including a statement that the student will be able to function effectively and provide safe therapeutic care for clients in a clinical setting.
- Repeat drug screening for alcohol/drug use immediately prior to readmission. Random and/or reasonable suspicion testing may be required after readmission.
- If a student, after being readmitted to the PTA Program, has positive results on a drug/alcohol screening, the student will be permanently dismissed from the PTA Program and may be subject to college disciplinary sanctions.

LEAVE OF ABSENCE

Once a student has been admitted to the PTA Program the student may request a leave of absence in writing for a maximum of one (1) year. The Program Director may grant a leave of absence from the program for the following: pregnancy, long-term illness, family illness/problems, personal problems

Decisions regarding leave of absence and reinstatement are the sole responsibility of the Program Director and all decisions are final. Reinstatement into the program will depend upon the student giving prior notice to the Program Director and receiving approval from the Program Director.

The student must submit in writing their request for a leave of absence and meet with the Program Director to discuss the request. The written request must include reason for leave of absence, effective date and expected return date.

Readmission Procedure

I. INTRODUCTION

The faculty of the PTA program believe in a philosophy commissural with that of community colleges; that is, one which provides an educational opportunity for the greatest number of people. They also believe in the integrity of the Physical Therapy profession and strive to uphold its standards.

Students who are unsuccessful in one PTA course are placed on probation and allowed to repeat that course the next time it is offered. Students dismissed from the program for a second course failure or other identified reason must follow this policy for readmission.

Students may be readmitted to the ACC PTA program on space available basis as determined by the PTA faculty. Space is dependent upon attrition, availability of clinical sites, faculty staffing, and legislative budgetary appropriations.

Readmission placement cannot be guaranteed to every student who applies.

Readmission requests and transfer requests are given equal consideration.

II. READMISSION ELIGIBILITY

Comply with all aspects of the procedure explained here.

Readmission placement must occur within a two-calendar year period from the date of last completed PTA course.

Students withdrawing or failing during the first semester of their PTA program will be considered for readmission with the next beginning class and must meet all eligibility requirements and selection criteria of that class Students are eligible for readmission one time only.

III. PROCEDURE FOR READMISSION

Complete an interview with the PTA coordinator within two weeks of the course failure or withdrawal.

Submit a letter to the PTA Coordinator within two weeks of this interview stating the reason(s) for withdrawal or failure and plans to overcome the deficiencies/problems.

Submit the following by the deadlines listed above:

- letter requesting readmission which documents how deficiencies/problems have been overcome.
- copies of ACC transcripts

Achieve a minimum of 75% on a comprehensive written examination of previously completed PTA courses prior to the readmission deadline.

If required, achieve a minimum of 75% on a practical examination of previously completed procedures classes prior to the readmission deadline.

IV. NOTIFICATION

The PTA faculty will evaluate the credentials and determine placement of the applicant in the PTA program. The applicant will be notified within thirty days following the deadline of his/her readmission status.

A. Any readmitted student will be expected and required to comply with all current aspects and requirements of the current PTA program including any changes which may have occurred since he/she began the program

Program Probation

This PTA program student handbook outlines the academic and professional behavior standards of the program. Students are expected to know, understand and follow these standards. Any student not meeting program standards may be placed on probation within the program. While instructors may discuss performance considerations with students, it remains the student's responsibility to seek assistance from their instructors or the program director if it is needed.

PROGRAM DISMISSAL POLICY

With the expectations of the Physical Therapist Assistant student being of the highest level, behaviors that are unacceptable or inappropriate as described in Student Ethics may result in IMMEDIATE dismissal from the Physical Therapist Assistant Program. This dismissal will mean that the student will not be allowed to continue in the Physical Therapist Assistant Courses. They may, however, continue in or enroll in other courses within the college. This dismissal will be only from the P.T.A. program.

In addition to failure to comply with the Code of Conduct in the ACC Student Handbook, violation of the following will result in immediate dismissal from the PTA Program:

- Failure to observe all safety procedures when working with students, patients or equipment whether in class, the clinical setting or the patient's home. Students must not endanger the safety and welfare of patients, other students, faculty or staff.
- Failure to follow all policies and procedures established by the clinical facilities. The student shall not exempt themselves without specific written permission by a faculty member or clinical supervisor.
- Failure to show respect for the confidentiality of patient information regardless of the source (patient, therapist, records, charts). They must not repeat information outside of the clinical setting or classroom. They must not make written reports outside of the clinical facility in which any part of the patient's care appears except initials.
- Failure to work cooperatively and respectively with other health care team members and/or ACC faculty and staff. They must not interfere with or obstruct the rendering of the services provided by other health care members and/or faculty and staff.

- Failure to protect the property and property rights of the facility, clinic and patient. They must not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic or home.
- Attending class under the influence of alcohol or drugs. They must not be present at any clinical site under the influence of alcohol or drugs or exhibiting any signs of alcohol or drug use.
- Personal involvement with the patients/clients in the clinical setting to which they are assigned. Students must not date, borrow money, accept gifts from or meet patients/clients outside of the setting.
- Failure to exhibit professional behaviors while assigned to their clinical sites.
- Besides the expected behaviors that have already been listed, the student must be on time, call ahead if unable to attend, dress appropriately, respect the opinions of the clinical instructors, be courteous of others and follow the ethics of physical therapy.
- Cheating during any exam or quiz either in lab or during a lecture examination or plagiarizes any information for any assignment will be considered for dismissal from the program.
- Dismissal by a clinical facility during a scheduled internship.
- Demonstration of any behavior listed below during clinicals (but not limited to this list) will result in an automatic "F" and subsequent dismissal from the PTA Program. This may not be appealed for readmission to the Program.
- Behavior that creates a threat to the welfare of the patient/client or other students.
- Behavior that creates a threat to the program, facility, and/or internship site to which the student is assigned.
- Behavior that threatens the continued relationship between the college and the facility.
- Violation of patient confidentiality.
- Failure to adhere to program or facility policy and/or procedures.
- Arguing in a non-professional manner with the supervisor.
- Use of profane, abusive, or vulgar language.
- Refusal to carry out assigned duties.
- Misrepresentation of personal competency level.
- Receiving a second ”D” or “F” in any PTA course.
- Using PTA academic facilities illegally or unethically.

GRIEVANCE PROCEDURES

ACC STUDENT GRIEVANCE PROCEDURE SP 4-31

The PTA program at Arapahoe Community College abides by the college’s student grievance procedure. This procedure is available in the ACC student handbook and on the CCCS website at Grievance Procedure

STUDENT ACADEMIC SUPPORT

Student retention in the PTA Program is a primary goal of the PTA faculty. Faculty are available during office hours as posted and through scheduled appointments to provide academic support. Additional services are available through Tutoring and Learning Resource for any student needing academic support. The student must initiate the

request for the tutoring service. If you feel the need for a tutor, it is your responsibility to consult with the instructor regarding this matter.

Students in the PTA Program are encouraged to record their grades and monitor their progress in every course. The gradebooks in D2L are to assist student with this. Each course syllabus explains how final grades will be calculated. Any questions should be directed to the course instructor.

Attendance is critical in the PTA Program. Excessive tardies and/or absences may also result in probation status or dismissal within the program. Students are encouraged to discuss concerns with instructors as well as create action plans to improve attendance.

Open lab times will be posted each semester. Students are encouraged to attend the open lab for additional academic support. Additional days and/or times may be scheduled when requested by students. Mandatory open lab will be scheduled for certain PTA courses and students will be required to attend the required lab as instructed by the course instructor(s).

STUDENT POLICIES

STUDENT RIGHTS

The student has the right to choose to comply with the established policies contained in this handbook. Any student who feels unable to comply may surrender their position in the program.

The student has the right to advising and counseling services. However, it is the student's responsibility to seek out these services.

The Physical Therapist Assistant Program at Arapahoe Community College complies with The Family Educational Rights and Privacy Act and the Civil Rights Compliance as described in the College Catalog.

STUDENT ETHICS

The following Code of Student Ethics shall be followed throughout the program.

- ARAPAHOE COMMUNITY COLLEGE
- PHYSICAL THERAPIST ASSISTANT PROGRAM
- CODE OF STUDENT ETHICS

Students shall:

- Use their own knowledge and skill to complete examinations without referring to others' answers, old examinations, class notes or other references, unless specifically permitted by the instructor.
- If caught cheating the student will receive a zero for any assignments, exams, quizzes or lab practicals and may be placed on probation or dismissed from the PTA Program.
- Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy other persons' work without giving proper recognition as stated in a standard manual on style.
- In respect to plagiarism, no student shall check out a copyrighted educational audio/video for the purpose of duplication. Any tape that is duplicated will remain in the possession of the PTA Program and will not leave the premises.
- Respect the opinions of instructor and other learners. They shall not insult, slur or degrade instructors, other health professionals or students at any time. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
- Respect the limited resources of textbooks, library books, reprints and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
- Conserve limited resources by using only supplies needed for completion of assignments and maintaining equipment in good working order. They shall not waste supplies or misuse equipment.
- Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty or in disarray or disorder upon completion of their assignment in each room.
- Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.

- Observe all safety procedures when working with students, patients or equipment whether in class, clinic or patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.
- Observe all policies and procedures established by the Physical Therapist Assistant Program and all clinical facilities. They shall not exempt themselves without specific permission by a faculty member or clinical supervisor.
- Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts). They shall not repeat information outside of the classroom, clinic or facility. They shall not make written reports outside the clinic or facility in which any part of the patient's name appears except initials.
- Work in cooperation with and with respect for other health care team members. They shall not interfere with or obstruct the rendering of the services provided by other health care members.
- Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic or home.
- Respect other students' projects. They shall not handle, steal, alter, deface or otherwise harm another student's project, especially in a manner which might cause the project to receive a lower grade by the instructor.

The student, APTA member and non-member, will also adhere to the American Physical Therapy Association Standards of Ethical Conduct for the Physical Therapist Assistant Standards of Ethical Conduct for The Physical Therapist Assistant

HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; 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. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility).

Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and 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. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

PROFESSIONAL BEHAVIOR IN LABS

All students enrolled in the Arapahoe Community College Physical Therapist Assistant Program are expected to follow all policies and procedures related to ACC and to the Physical Therapist Assistant Program. Additionally,

students are expected to exhibit and practice the highest level of professional behavior and ethics in the classroom, laboratory, clinical settings, and off-campus settings.

The Physical Therapist Assistant Program often requires students to participate in laboratory exercises that involve students demonstrating and performing physical therapy techniques with other students or faculty. This requires physical contact/touching between students and faculty, and it is expected that this physical contact/touching be conducted within the acceptable and appropriate parameters established by the instructor. This also requires students to wear laboratory clothing that is appropriate and discreet.

It is important for each student to familiarize themselves with the sexual misconduct and the sexual harassment policies of Arapahoe Community College. If a student believes that he or she has been subject to sexual harassment or if a student believes that another student has violated the sexual misconduct policy, the student should immediately bring this to the attention of the Director of Student Affairs and/or the Physical Therapist Assistant Program Coordinator.

CAPTE Standards

ACC's PTA program uses the CAPTE standards to define the minimum requirements and criteria used to evaluate and ensure the quality, integrity, and effectiveness of entry-level Physical Therapist Assistant education programs seeking or maintaining specialized accreditation.

These CAPTE standards are follows:

Standard 1

The program has established achievement measures and program outcomes related to its mission and goals.

Required Elements

1A

The mission of the program is written and compatible with the mission of the institution, with the unit(s) in which the program resides and with contemporary preparation of physical therapist assistants.

1B

The program has documented goals that are based on its mission and reflect contemporary physical therapist assistant education, research, and practice.

1C

The program meets required achievement measures.

1C1

Graduation rates are at least 60% averaged over two years. If the program admits more than one cohort per year, the two-year graduation rate for each cohort must be at least 60%. When two years of data are not available, the one-year graduation rate must be sufficient to allow the program to meet the expectation for a two-year graduation rate of at least 60%.

1C2

Ultimate licensure pass rates are at least 85%, averaged over two years. 1C3

Employment rates, as a physical therapist assistant, are at least 90%, averaged over two years. If the program admits more than one cohort per year, the two-year employment rate for each cohort must be at least 90%. When two years of data are not available, the one-year employment rate must be sufficient to allow the program to meet the expectation for a two-year employment rate of at least 90%.

Standard 2

The program is engaged in effective, ongoing, formal, and comprehensive assessment and planning, for the purpose of program improvement to meet the current and projected needs of the program.

Required Elements

2A

The program has a written and ongoing strategic plan that guides its future development. The strategic planning process takes into account program assessment, changes in higher education, the health care environment, and the nature of contemporary physical therapy practice.

2B

The program promotes a culture of justice, equity, diversity, inclusivity (or JEDI), belonging, and anti-racism.

2C

The program has documented and implemented ongoing, formal, and comprehensive program assessment processes designed to determine program effectiveness and used to foster program improvements that are aligned with the program mission, goals, and outcomes, and demonstrate contemporary practice.

2D

For each of the following, provide an analysis of data collected and the conclusions drawn to determine how the program's continuous assessment process meets the program mission, goals, needs, and outcomes.

2D1

The admissions process, criteria, and prerequisites meet the needs and expectations of the program.

2D2

Program enrollment appropriately reflects available resources, program outcomes, and local, regional, and national workforce needs.

2D3

The collective core, associated, and clinical education faculty possess the expertise to meet program all curricular needs and expected program outcomes.

2D4

Students demonstrate entry-level clinical performance during clinical education experiences prior to graduation.

2D5

Program graduates (post-degree conferral) meet the expected outcomes as defined by the program.

2D6

Program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to, financial resources, administrative support staff and technology support staff, facilities, space, equipment, technology, instruction materials, library and learning resources, and student services.

2D7

Program policies and procedures, as well as relevant institutional policies and procedures, meet program needs. This includes analysis of the extent to which program practices adhere to policies and procedures.

2D8

The clinical sites available to the program are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as physical therapist assistants.

2D9

There are effective written agreements between the institution and the clinical education sites that are current and describe the rights and responsibilities of both parties. At a minimum, agreements address the purpose of the agreement; the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical education site, including those related to responsibility for patient and client care and to responsibilities for supervision and evaluation of students; and the procedures to be followed in reviewing, revising, and terminating the agreement.

2E

The curriculum assessment plan is written and addresses the curriculum as a whole. The assessment plan includes assessment of individual courses and clinical education. The plan incorporates consideration of the dynamic nature of the profession and the health care delivery system. Assessment data is collected from appropriate stakeholders including, at a minimum, program faculty, current students, graduates of the program, and at least one other stakeholder group such as employers of graduates, consumers of physical therapist services, peers, or other health care professionals. Clinical education assessment includes, at a minimum, the quality, quantity, variety of sites, and the appropriate length and placement within the curriculum to prepare students for their roles and responsibilities as physical therapists.

Standard 3

The institution and program operate with integrity. Integrity is the consistent and equitable implementation of policies and procedures (institution, program, and CAPTE), with demonstrated focus on quality assurance and improvement.

Required Elements

3A

The sponsoring institution(s) is authorized under applicable law or other acceptable authority to provide postsecondary education and has degree-granting authority. In addition, the institution has been approved by appropriate state authorities to provide the physical therapist assistant education program.

3B

The sponsoring institution(s) is accredited by an agency or association recognized by the US. Department of Education or by the Council for Higher Education Accreditation.

3C

Institutional policies related to academic standards support academic and professional judgments of the physical therapist assistant program core faculty. The core faculty determine student progression through all stages of the program.

3D

Policies and procedures exist to facilitate equal opportunity and nondiscrimination for faculty, staff, prospective and enrolled students, and the public (i.e., vendors, standardized patients, other visitors).

3E

Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program faculty and staff are written, disseminated, and applied consistently and equitably.

3F

Program-specific policies and procedures are compatible with institutional policies and with applicable law.

3G

Policies, procedures, and practices exist for handling complaints, including a prohibition of retaliation following submission of a complaint. The policies are written, disseminated, and applied consistently and equitably. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint, are maintained by the program.

Standard 4

The program faculty are qualified for their roles and effective in carrying out their responsibilities.

Required Elements

4A

Each core faculty member has a minimum of three years of full-time* (or equivalent) post-licensure clinical experience in physical therapy practice and has contemporary expertise* in assigned teaching areas and demonstrated effectiveness in teaching and evaluation of student learning. In addition, core faculty who are physical therapists or physical therapist assistants hold an active, unencumbered PT license or PTA license/certification in any United States jurisdiction and are in compliance with the practice act in the jurisdiction where the program is located.

4B

Physical therapists and physical therapist assistants who are core faculty have a minimum of three years of full-time (or equivalent) post-licensure clinical experience in physical therapy.

4C

Each core faculty member has a record of institutional or professional service.

4D

Each associated faculty member has contemporary expertise in assigned teaching areas and demonstrated effectiveness in teaching and evaluation of student learning.

4E

Formal evaluation of each core faculty member occurs in a manner and timeline consistent with applicable institutional policy. The evaluation includes assessments of teaching, service, and any additional responsibilities. The evaluation results in an organized faculty development plan that is individualized and based on the program's and/or institution's expectations.

4F

Formal evaluation of each associated faculty member occurs in a manner and timeline consistent with applicable institutional policy. The evaluation includes assessments of teaching and any additional responsibilities. The evaluation results in an organized faculty development plan that is individualized and based on the program's and/or institution's expectations.

4G

The program director has a minimum of three years of experience in physical therapy practice, contemporary expertise in physical therapist assistant education, and demonstrated effectiveness in teaching and evaluation of student learning. In addition, the program director holds an active, unencumbered PT license or PTA license/certification in any United States jurisdiction and is in compliance with the state practice act in the jurisdiction where the program is located.

4H

The program director has effective leadership skills and responsibilities that include, but are not limited to, curriculum design and implementation, student assessment, faculty development, and program assessment.

4I

The program director has authority and responsibility for the program's budget and finances.

4J

The program director ensures compliance with accreditation policies and procedures.

4K

The academic coordinator of clinical education (ACCE)/clinical education coordinator (CEC) has a minimum of three years of experience in physical therapy practice, contemporary expertise in physical therapist assistant clinical education, and demonstrated effectiveness in teaching and evaluation of student learning. In addition, the ACCE/CEC holds an active, unencumbered PT license or PTA license/certification in any United States jurisdiction and is in compliance with the state practice act in the jurisdiction where the program is located.

4L

The academic coordinator of clinical education (ACCE)/clinical education coordinator (CEC) has effective coordination skills and responsibilities that include, but are not limited to, clinical site development and management, student placement, and clinical education assessment.

4M

The collective core faculty are responsible for initiating, adopting, evaluating, and upholding academic regulations specific to the program and compatible with institutional policies, procedures, and practices.

4N

The collective core faculty are responsible for ensuring that students are professional, competent, safe, and ready to progress to clinical education.

Standard 5

The program recruits, admits, and graduates students consistently using equitable program policies, procedures, and practices.

Required Elements

5A

The program has written policies, procedures, and practices that are related to student recruitment and admission and are based on appropriate and equitable criteria and applicable law and meet the needs of the program.

5B

Prospective and enrolled students are provided with relevant information about the institution and program. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

5C

The program has written program policies, procedures, and practices that address the rights, responsibilities, safety, privacy, and dignity of program students and are applied consistently and equitably as students progress through the program.

5D

The program has written policies, procedures, and practices that address remediation and dismissal while optimizing student success and retention. Remediation, retention, and dismissal policies, procedures, and practices are based on appropriate and equitable criteria and applicable law.

5E

Enrollment agreements, if used, comply with institutional accrediting agency and state requirements and are only executed with a prospective student after disclosure of the information delineated in 5B and formal admission to the program has occurred.

Standard 6

The program has a comprehensive curriculum plan.

Required Elements

6A

The comprehensive curriculum includes the didactic and clinical education components of the curriculum. It is based on information about the contemporary practice of physical therapy; the dynamic nature of the profession and the health care delivery system; and the mission, goals, and expected outcomes of the program.

6B

The curriculum includes courses in general education and basic sciences that prepare the student for the technical courses, or competencies, if the program is competency based.

6C

The curriculum is a series of organized, sequential, and integrated courses designed to facilitate achievement of the expected student outcomes, including the expected student learning outcomes described in Standard 7.

The curriculum is based on an educational philosophy that translates into learning experiences.

The learning objectives are stated in behavioral terms that reflect the breadth and depth of the course content, including the expected level of student performance.

The instructional methods are based on the nature of the content, the needs of the learners, and the learning objectives.

The evaluation methods are designed to measure student achievement of the learning objectives.

6D

The curriculum includes course syllabi that are comprehensive and inclusive of all CAPTE expectations.

6E

The didactic and clinical education curriculum includes intra-professional (PT/PTA) and interprofessional* (PTA with other professions/disciplines) learning activities that are based on best-practice and directed toward the development of intra-professional and interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork.

6F

The curriculum plan includes clinical education experiences that are organized, sequential, and integrated with the didactic curriculum. The clinical education component provides organized and sequential experiences coordinated with expected outcomes.

6G

The curriculum plan includes distance education, if used, that is consistent with the program's mission, goals, and expected outcomes. The program ensures that substantive and regular interaction occurs between faculty and students, and among students, regardless of the mode of delivery.

Standard 7

The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy, and for lifelong learning necessary for functioning within an ever-changing health care environment.

Required Elements

7A
The physical therapist assistant curriculum includes content and learning experiences in general and technical education necessary for entry-level practice.

7A1
Topics covered include a complement of academic general education coursework appropriate to the degree offered that includes:

- Communication.
- Biological, physical, behavioral, and social sciences which prepare students for coursework in the technical program sequence.

7A2

A complement of technical courses appropriate to the degree offered that includes body system interactions, health, and surgical conditions across the life span, movement sciences, pain and pain experiences, and psychosocial aspects of health and disability.

- Anatomy, physiology, pathology, and cellular/tissue health throughout the life span for the included body systems:
- Cardiovascular.
- Endocrine and metabolic.

- Gastrointestinal.
- Genital and reproductive. o Hematologic. o Hepatic and biliary. o Immune. o Integumentary. o Lymphatic.
- Musculoskeletal. o Neurological. o Pulmonary.
- Renal and urologic systems.
- Body System Interactions.
- Health and surgical conditions seen in physical therapy.
- Exercise science.
- Biomechanics.
- Kinesiology.
- Neuroscience.
- Motor control and motor learning.
- Diagnostic imaging.
- Pain and pain experiences.
- Psychosocial aspects of health and disability.
- Pharmacology.

7B The physical therapist assistant technical curriculum includes content and learning experiences in ethics and values, professional development and responsibilities, service, leadership, lifelong learning, along with teaching and learning within an ever-changing health care environment.

7B1 Practice in a manner consistent with the Standards of Ethical Conduct (APTA) and APTA Core Values for the Physical Therapist and Physical Therapist Assistant.

7B2 Provide learning experiences to develop service and leadership skills and abilities that address the following:

- Legislative and political advocacy.
- Community collaboration.
- Health care disparity.

7B3 Practice within the legal framework of one's jurisdiction(s) and relevant federal and state requirements.

7C The physical therapist assistant technical curriculum provides learning experiences in lifelong learning, education, and health care disparities* in the ever-changing health care environment.

7C1 Provide learning experiences in contemporary physical therapy knowledge and practice including:

- Evidence-informed practice.
- Interpretation of statistical evidence.
- Clinical reasoning and decision making.

7C2 Provide teaching and learning experiences to improve skills and abilities to educate and communicate in a manner that meets the needs of the patient, caregivers, and other health care professionals.

7C3 Provide learning experiences that advance the students understanding of health care disparities in relation to physical therapy.

7D Courses within the curriculum include content designed to prepare program students to:

- 7D1 Demonstrate appropriate clinical decisions and actions throughout the implementation of the plan of care established by the physical therapist:
- Obtain and review current information from physical therapy documentation, health records, patients and clients, caregivers, and family members related to general health status, consults, prior and current level of function before carrying out the physical therapy plan of care.
- Recognize situations that require further clarification, supervision, or action by the supervising physical therapist.
- Determine when an intervention is inappropriate based on the review of current information and patient presentation.
- Select interventions as determined by the supervising physical therapist, that are based on clinical data, to achieve goals and intended outcomes.
- Modify, adjust, and discontinue interventions based on the patient response and clinical data in collaboration with the supervising physical therapist.
- Contribute to the discontinuation of the episode of care and follow-up planning as directed by the supervising physical therapist.
- Describe a patient's or client's impairments to body functions and structures, activity limitations, and participation restrictions according to the International Classification of Functioning, Disability and Health (ICF).

Test and Measures

7D2 Select and perform components of data collection using appropriate tests and measures to measure and monitor patient responses before, during, and following physical therapy interventions in the following:

- Cardiovascular system.
- Pulmonary system.
- Neurological system.
- Musculoskeletal system.
- Integumentary and lymphatic systems.
- Growth and human development.
- Pain and pain experiences.
- Psychosocial aspects.
- Mental health aspects.

Interventions

7D3 Select and perform physical therapy interventions for each of the following as identified in the plan of care established by the physical therapist to achieve patient and client goals and outcomes:

- Cardiovascular conditions.
- Pulmonary conditions.
- Neurological conditions.
- Musculoskeletal conditions.
- Integumentary and lymphatic conditions.
- Metabolic conditions.
- Growth and human development.
- Pain and pain experiences.

7D4 Complete documentation that follows guidelines and documentation formats required by the legal framework of one's jurisdiction, the practice setting, and other regulatory agencies.

7D5 Respond effectively to environmental emergencies that may occur in the clinical setting.

7D6 Educate others, using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students. Incorporate cultural humility and social determinants of health when providing patient and/or caregiver education.

7D7 Participate in efforts to ensure patient and health care provider safety.

7D8 Participate in patient-centered interprofessional collaborative care.

7D9 Participate in performance improvement/quality assurance activities. Community Health

7D10 Provide services and/or educational resources informed by cultural humility that address primary, secondary, and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.

7D11 Provide physical therapy services that address:

- Health care disparities and social determinants of health.

7D12 Participate in organizational planning and operation of the physical therapy service as appropriate.

7D13 Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.

EDUCATION OF THE PTA
AT
ARAPAHOE COMMUNITY COLLEGE

EDUCATION OF THE ASSOCIATE DEGREE PHYSICAL THERAPIST ASSISTANT

PTA education is a process by which the learner acquires and assimilates scientific and discipline-specific content which results in a change in behavior. This behavior is demonstrated in the cognitive, psychomotor and affective domains. These domains are developed within the learner through didactic and clinical application using simple to complex learning principles and varied teaching strategies.

The general education CORE curriculum of ACC serves as a contributing cornerstone which emphasizes "learner-centered" rather than "teacher-centered" education. The environment is structured so that it is conducive to self-directed learning. Self-directed learning includes the Learning Resource Center, the PTA laboratory, remedial and tutorial services, computer laboratories, and extracurricular activities. The student is encouraged to become acquainted with state-of-the art technology and learning modes such as computer assisted learning.

Based on these concepts, the PTA faculty believe that PTA education stresses competency-based curriculum which actively engages the student in the learning process. The simulated laboratory settings and the clinical experience components of the curriculum are designed to help the student apply theoretical knowledge to practical health care situations. The clinical laboratory experiences are intended to fulfill the learning objectives of each PTA course. Therefore, they are structured to include active, applied student participation.

PTA education strives to assist the student to incorporate an appreciation for clients of varying cultures and ethnicities. This is achieved through the assignment of "clients" with varying health care needs. The student utilizes the physical therapy process to assess the client, interpret and implement appropriate physical therapy care, and monitor the client's response to physical therapy intervention according to outcome criteria.

The faculty further believes that PTA education also provides the student with the opportunity to develop as contributing and accountable members of the discipline of physical therapy and the community. Each PTA course stresses the provision and maintenance of client safety. This is demonstrated by legal and ethical dimensions to include accountability for one's own actions.

PROFESSIONAL BEHAVIORS

Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession's core of knowledge and technical skills but nevertheless are required for success in that profession. The professional behaviors which define expected behavior within a given profession serve as the foundation for ability-based learning in the educational programs of the profession.

Professional behaviors and behavioral criteria specific to the practice of Physical Therapy were identified by the faculty of the ACC Physical Therapist Assistant program and have been validated and accepted as defining physical therapy professional behavior. The quality of professional behavior expected of Program graduates is exemplified by the ten Physical Therapy specific professional behaviors and the

three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting Beginning Level criteria by the end of the first year, Developing Level criteria by the end of the second year and Entry Level criteria by the end of the final clinical internships.

Specifically, the professional behaviors to which we refer are:

- critical thinking.
- communication skills.
- problem solving.
- interpersonal skills.
- responsibility
- professionalism
- use of constructive feedback.
- effective use of time and resources.
- stress management
- commitment to learning.

Mastery of this repertoire of behaviors facilitates the ability to:

- generalize from one context to another.
- integrate information from different sources.
- apply knowledge and skills in the practice setting.
- synthesize cognitive, affective, and psychomotor behaviors.
- interact effectively with clients, families, the community, and other professionals.

At various points during the PTA program, students will perform a self-assessment which is reviewed by their advisors as well as the faculty as a whole and is followed by individual feedback to each student via their advisor. Students and faculty have found this process extremely valuable for monitoring and facilitating professional development as the student progresses through the professional program.

Professional behavior is vital to the success of each student physical therapist assistant, the ACC PTA Program, and the Physical Therapy profession. As each of you are well aware, the process of becoming an effective physical therapist assistant involves attaining competency in professional knowledge, skill, and behavior. Thus, we will use the ten behaviors (professional behaviors) identified by clinicians as those abilities which exemplify the professional behaviors valued by the physical therapy profession as a guide throughout this course. To facilitate development of competency in the ten professional behaviors, we will provide formal and informal feedback to each student. If a student demonstrates behaviors inconsistent with the professional behaviors, the following response will occur:

The student will be provided with feedback regarding perceived inappropriate behavior(s) and relevant expectations of the instructor/faculty.

If a change to more appropriate behavior(s) does not occur, the student will be subject to appropriate consequences as determined by the faculty ranging from remediation to the forfeiture of the opportunity to continue on internships.

In addition, “classroom” professional behaviors such as being well-prepared for lecture and labs, maintaining composure when discussing examination results, being seated and ready to proceed when

class is scheduled to commence, waiting until class is dismissed, avoiding excessive conversation during class, etc. fall within the realm of the professional behaviors.

Also, please recall the importance of self-assessment in your development as a student and professional physical therapist assistant. Reflecting on past experiences is an extremely valuable method of assessing your performance and planning more useful strategies for the future. We will expect each student to seek feedback from fellow students and faculty as well. Finally, specific professional behaviors will be assessed during practical examinations, laboratory experiences, assignments, etc.

Professional Behavior: The process of becoming an effective physical therapist assistant involves attaining competency in professional knowledge, skill and behavior. Each aspect of this triad is equally important for the student to develop as s/he progresses through the physical therapist assistant program. The ten professional behaviors exemplify the professional behavior expected of Program graduates. To facilitate development of competency in the ten professional behaviors, PTA faculty will provide formal and informal feedback to the student throughout the semester. The student will be responsible for ongoing self- assessment, and for seeking feedback from faculty and fellow students.

The student is now entering the professional portion of his/her undergraduate education. We wish to stress here that the student now represents a profession. This does not mean s/he must forego his/her individuality or sense of humor but realize his/her behavior and dress does reflect on the physical therapy profession and its members. We expect the student to exhibit appropriate professional conduct and to represent the profession effectively.

Courteous and supportive behavior is expected in all classroom and lab situations. A student, or groups of students, who repeatedly disrupt class will be dismissed from class. Appropriate action will follow.

Appropriate academic conduct, as defined by ACC is expected of all students in the Program. The values of academic integrity that foster an atmosphere of trust between faculty and students are the same values exemplified by the APTA Guide of Professional Conduct and the Physical Therapy-Specific Professional behaviors.

Professional Behaviors Statement for Scientific Inquiry

Each student is expected to demonstrate professional behaviors and a commitment to learning throughout the semester. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students will be encouraged to participate in class discussions in a manner that demonstrates respect for their classmates and for the instructor.

In keeping with the professional behavior that all members of a health care team uphold, each student enrolled in this program is expected to conduct her/himself in a respectful and professional manner. This includes, but it not limited to,

- being punctual and prepared for every class session,
- respecting his/her classmates and the instructor during class discussions;
- working independent of classmates when asked to do so;
- working in a positive and productive manner with classmates on group projects;
- respecting oneself by presenting his/her own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates;

- being committed to a positive learning experience.

Professional Behaviors for the 21st Century

Definitions of Behavioral Criteria Levels

- Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship
- Intermediate Level – behaviors consistent with a learner after the first significant internship
- Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals
- Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Background Information

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

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

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

The research project was twofold and consisted of 1) a research survey which identified and rank ordered professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 Generic Abilities, however, the rank orders of the behaviors changed.

Participants in the research survey included Center Coordinators of Clinical Education (CCCE's) and Clinical Instructors (CI's) from all regions of the United States. Participants in the small work groups included Directors of Clinical Education (DCE's), Academic Faculty, CCCE's and CI's from all regions of the United States.

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

Preamble

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflects the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the Professional Behaviors Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This Professional Behaviors Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each Professional Behavior is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the Professional Behavior they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

It is critical that students, academic and clinical faculty utilize the Professional Behaviors Assessment Tool in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each Professional Behavior through self-assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess each behavioral criterion identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor are key to the tool's use, and ultimately professional growth of the learner. The Professional Behaviors Assessment Tool allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains.

Professional Behaviors Self-Assessment Tool

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

- Beginning Level:
  - Raises relevant questions v Considers all available information
  - Articulates ideas
  - Understands the scientific method
  - States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
  - Recognizes holes in knowledge base
  - Demonstrates acceptance of limited knowledge and experience
- Intermediate Level:
  - Feels challenged to examine ideas
  - Critically analyzes literature and applies it to patient management
  - Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
  - Seeks alternative ideas
  - Formulates alternative hypotheses
  - Critiques hypotheses and ideas at a level consistent with knowledge base
  - Acknowledges presence of contradictions
- Entry Level:
  - Distinguishes relevant from irrelevant patient data
  - Readily formulates and critiques alternative hypotheses and ideas
  - Infers applicability of information across populations
  - Exhibits openness to contradictory ideas
  - Identifies appropriate measures and determines effectiveness of applied solutions efficiently
  - Justifies solutions selected
- Post-Entry Level:
  - Develops new knowledge through research, professional writing and/or professional presentations
  - Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
  - Weighs information value based on source and level of evidence
  - Identifies complex patterns of associations
  - Distinguishes when to think intuitively vs. analytically
  - Recognizes own biases and suspends judgmental thinking
  - Challenges others to think critically

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
    - Beginning Level:
        - Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
        - Recognizes impact of non-verbal communication in self and others
        - Recognizes the verbal and non-verbal characteristics that portray confidence
        - Utilizes electronic communication appropriately
    - Intermediate Level:
        - Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
        - Restates, reflects and clarifies message(s)
        - Communicates collaboratively with both individuals and groups
        - Collects necessary information from all pertinent individuals in the patient/client management process
        - Provides effective education (verbal, non-verbal, written and electronic)
    - Entry Level:
        - Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
        - Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
        - Maintains open and constructive communication
        - Utilizes communication technology effectively and efficiently
    - Post Entry Level:
        - Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
        - Effectively delivers messages capable of influencing patients, the community and society
        - Provides education locally, regionally and/or nationally
        - Mediates conflict

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

- Beginning Level:
    - Recognizes problems v States problems clearly
    - Describes known solutions to problems v Identifies resources needed to develop solutions
    - Uses technology to search for and locate resources
    - Identifies possible solutions and probable outcomes
- Intermediate Level:
    - Prioritizes problems
    - Identifies contributors to problems v Consults with others to clarify problems v Appropriately seeks input or guidance
    - Prioritizes resources (analysis and critique of resources) v Considers consequences of possible solutions

- Entry Level:
  - Independently locates, prioritizes and uses resources to solve problems v Accepts responsibility for implementing solutions
  - Implements solutions v Reassesses solutions v Evaluates outcomes
  - Modifies solutions based on the outcome and current evidence v Evaluates generalizability of current evidence to a particular problem
- Post Entry Level:
  - Weighs advantages and disadvantages of a solution to a problem v Participates in outcome studies
  - Participates in formal quality assessment in work environment v Seeks solutions to community health-related problems v Considers second and third order effects of solutions chosen

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

- Beginning Level:
  - Maintains professional demeanor in all interactions v Demonstrates interest in patients as individuals
  - Communicates with others in a respecctul and confident manner
  - Respects differences in personality, lifestyle and learning styles during interactions with all persons
  - Maintains confidentiality in all interactions
  - Recognizes the emotions and bias that one brings to all professional interactions
- Intermediate Level:
  - Recognizes the non-verbal communication and emotions that others bring to professional interactions
  - Establishes trust
  - Seeks to gain input from others v Respects role of others
  - Accommodates differences in learning styles as appropriate

- Entry Level:
  - Demonstrates active listening skills and reflects back to original concern to determine course of action
  - Responds effectively to unexpected situations v Demonstrates ability to build partnerships
  - Applies conflict management strategies when dealing with challenging interactions
  - Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them
- Post Entry Level:
  - Establishes mentor relationships
  - Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

- Beginning Level:
  - Demonstrates punctuality

    - Provides a safe and secure environment for patients v Assumes responsibility for actions
    - Follows through on commitments
    - Articulates limitations and readiness to learn
    - Abides by all policies of academic program and clinical facility
- Intermediate Level:
    - Displays awareness of and sensitivity to diverse populations
    - Completes projects without prompting
    - Delegates tasks as needed
    - Collaborates with team members, patients and families
    - Provides evidence-based patient care
- Entry Level:
    - Educates patients as consumers of health care services v Encourages patient accountability
    - Directs patients to other health care professionals as needed
    - Acts as a patient advocate
    - Promotes evidence-based practice in health care settings
    - Accepts responsibility for implementing solutions
    - Demonstrates accountability for all decisions and behaviors in academic and clinical settings
- Post Entry Level:
    - Recognizes role as a leader
    - Encourages and displays leadership
    - Facilitates program development and modification
    - Promotes clinical training for students and coworkers
    - Monitors and adapts to changes in the health care system
    - Promotes service to the community

6. **Professionalism –** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

- Beginning Level:
    - Abides by all aspects of the academic program honor code and the APTA Code of Ethics
    - Demonstrates awareness of state licensure regulations
    - Projects professional image
    - Attends professional meetings
    - Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers
- Intermediate Level:
    - Identifies positive professional role models within the academic and clinical settings
    - Demonstrates moral commitment during all academic and clinical activities
    - Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
    - Discusses societal expectations of the profession
- Entry Level:
    - Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary

- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of physical therapy within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

- Post Entry Level:
  - Actively promotes and advocates for the profession v Pursues leadership roles v Supports research
  - Participates in program development
  - Participates in education of the community
  - Demonstrates the ability to practice effectively in multiple settings
  - Acts as a clinical instructor
  - Advocates for the patient, the community and society

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

- Beginning Level:
  - Demonstrates active listening skills
  - Assesses own performance
  - Actively seeks feedback from appropriate sources
  - Demonstrates receptive behavior and positive attitude toward feedback
  - Incorporates specific feedback into behaviors
  - Maintains two-way communication without defensiveness
- Intermediate Level:
  - Critiques own performance accurately
  - Responds effectively to constructive feedback
  - Utilizes feedback when establishing professional and patient related goals
  - Develops and implements a plan of action in response to feedback
  - Provides constructive and timely feedback
- Entry Level:
  - Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
  - Seeks feedback from patients/clients and peers/mentors
  - Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
  - Uses multiple approaches when responding to feedback
  - Reconciles differences with sensitivity
  - Modifies feedback given to patients/clients according to their learning styles
- Post Entry Level:
  - Engages in non-judgmental, constructive problem-solving discussions
  - Acts as conduit for feedback between multiple sources
  - Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients

- Utilizes feedback when analyzing and updating professional goals

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

- Beginning Level:
  - Comes prepared for the day's activities/responsibilities
  - Identifies resource limitations (information, time, experience)
  - Determines when and how much help/assistance is needed
  - Accesses current evidence in a timely manner
  - Verbalizes productivity standards and identifies barriers to meeting productivity standards
  - Self-identifies and initiates learning opportunities during unscheduled time
- Intermediate Level:
  - Utilizes effective methods of searching for evidence for practice decisions
  - Recognizes resourse contributions
  - Shares knowledge and collaborates with staff to utilize best current evidence
  - Discusses and implements strategies for meeting productivity standards
  - Identifies need for and seeks referrals to other disciplines
- Entry Level:
  - Uses current best evidence
  - Collaborates with members of the team to maximize the impact of treatment available
  - Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
  - Gathers data and effectively interprets and assimilates the data to determine plan of care
  - Utilizes community resources in discharge planning
    - Adjusts plans, schedule etc. as patient needs and circumstances dictate
    - Meets productivity standards of facility while providing quality care and completing nonproductive work activities
- Post Entry Level:
  - Advances profession by contributing to the body of knowledge (outcomes, case studies, etc.)
  - Applies best evidence considering available resources and constraints
  - Organizes and prioritizes effectively
  - Prioritizes multiple demands and situations that arise on a given day
  - Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

- Beginning Level:
  - Recognizes own stressors
  - Recognizes distress or problems in others
  - Seeks assistance as needed
  - Maintains professional demeanor in all situations
- Intermediate Level:
  - Actively employs stress management techniques
  - Reconciles inconsistencies in the educational process
  - Maintains balance between professional and personal life

    - Accepts constructive feedback and clarifies expectations
    - Establishes outlets to cope with stressors
- Entry Level:
    - Demonstrates appropriate affective responses in all situations
    - Responds calmly to urgent situations with reflection and debriefing as needed
    - Prioritizes multiple commitments
    - Reconciles inconsistencies within professional, personal and work/life environments
    - Demonstrates ability to defuse potential stressors with self and others
- Post Entry Level:
    - Recognizes when problems are unsolvable
    - Assists others in recognizing and managing stressors
    - Demonstrates preventative approach to stress management
    - Establishes support networks for self and others
    - Offers solutions to the reduction of stress
    - Models work/life balance through health/wellness behaviors in professional and personal life

10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

- Beginning Level:
    - Prioritizes information needs
    - Analyzes and subdivides large questions into components
    - Identifies own learning needs based on previous experiences
    - Welcomes and/or seeks new learning opportunities
    - Seeks out professional literature v Plans and presents an in-service, research or cases studies
- Intermediate Level:
    - Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
    - Applies new information and re-evaluates performance v Accepts that there may be more than one answer to a problem v Recognizes the need to and is able to verify solutions to problems v Reads articles critically and understands limits of application to professional practice
- Entry Level:
    - Respectfully questions conventional wisdom
    - Formulates and re-evaluates position based on available evidence
    - Demonstrates confidence in sharing new knowledge with all staff levels
    - Modifies programs and treatments based on newly learned skills and considerations
    - Consults with other health professionals and physical therapists for treatment ideas
- Post Entry Level:
    - Acts as a mentor not only to other PTs, but to other health professionals
    - Utilizes mentors who have knowledge available to them
    - Continues to seek and review relevant literature
    - Works towards clinical specialty certifications
    - Seeks specialty training

- Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- Pursues participation in clinical education as an educational opportunity.

COLLABORATIVE LEARNING

The faculty encourages students in the professional Physical Therapy Program to engage in collaborative learning: to help each other to attain the knowledge and develop the skills necessary to be a competent physical therapist assistant. Although attaining admission to the Program is highly competitive, succeeding as a physical therapist assistant requires working cooperatively with others for the benefit of patients, the profession and society. Because grading in the Program is criterion based, it is an excellent opportunity for students to practice the behaviors that will help them succeed as physical therapist assistants in an increasingly collaborative professional environment. However, collaboration does not involve copying another student's work or having one or two members of a group do all of the work. Students are encouraged to seek/offer help from/to their classmates, but each completed assignment must represent the student's own work.

FINANCIAL RESPONSIBILITIES

The costs for the PTA program at Arapahoe Community College for 2026-2028 are available on the ACC website at Tuition and Fees. Currently ACC has a differential tuition rate for resident traditional courses, resident hybrid courses, resident online courses and non-resident courses. Most Colorado residents are eligible to have a portion of their total tuition cost paid for by the state of Colorado. To receive this stipend, you must register at College Opportunity Fund . Additional fees may be attached to specific courses and will be reflected in the total of each semester bill. The cost of required textbooks ranges from approximately $425.00 in the first semester to approximately $225.00 in the fifth semester.

Additionally, students are responsible for all expenses associated with internships and must provide their own transportation to and from clinicals. Housing arrangements are the student's responsibility. First Aid and CPR certification as well as required vaccinations are also the financial responsibility of the student. Students will also incur variable costs in the completion of the program portfolio.

Financial aid is available through the ACC Financial Aid Office. Additional scholarship and grant information will be posted on the PTA bulletin board as they become available.

PTA CURRICULUM SEQUENCE

First Semester

Course Number	Course	Credit Hours
PTA 1015	Principles & Practice in PT	2
PTA 1010	Basic Patient Care	5
PTA 1031	Professional Communications I	1
HPR 1017	Anatomical Kinesiology	3
PTA 1017	Anatomical Kinesiology Lab	2
Total	-	13

Second Semester

Course Number	Course	Credit Hours
PTA 1020	Modalities in Physical Therapy	5
PTA 1034	Rehabilitation Principles of Medical Management II	2
PTA 1035	Principles of Electrical Stimulation	2
PTA 1040	Clinical Kinesiology	5
PTA 1041	Professional Communications II	1
Total	-	15

Third Semester

Course Number	Course	Credit Hours
PTA 2080	PTA Internship I	4
Total	-	4

Fourth Semester

Course Number	Course	Credit Hours
PTA 1024	Rehab Principles of Medical I	2
PTA 2030	Orthopedic Assessment and Management Techniques	5
PTA 2081	PTA Internship II	5
Total	.	12

Fifth Semester

Course Number	Course	Credit Hours
PTA 2005	Psychosocial Issues in Health Care	2
PTA 2040	Neurological Assessment and Management Techniques	5
PTA 2078	PTA Seminal	2
PTA 2082	PTA Internship III	5
Total	-	13

Regardless of the current structure, the program reserves the right to adjust days and times of course as necessary.

This curriculum sequence represents only PTA courses. Students needing to complete general education degree requirements as well should meet with the program coordinator for advising regarding the completion of those courses along with PTA coursework.

Portfolio Information

Arapahoe Community College Physical Therapist Assistant Program
Professional Development Portfolio

The Professional Development Portfolio, also called "the portfolio," is a requirement of the PTA program. It was created to help you get involved in your profession, your community, and your own self-care. It also encourages you to take responsibility for your continuing professional education and growth.

You will choose your own activities to build skills, gain experience, and grow as a future PTA. The goal of this portfolio is to help you become a well-rounded professional and to get used to completing activities like continuing education, community, and professional involvement - things you will need to keep doing after graduation.

Timeframe

- You have two years to complete the portfolio: from mid-August of the first year to May 1 of the second year.
- Any activities done outside of this time will not count.
- The portfolio is part of your grade in PTA Seminar (PTA 2078). **You must complete the portfolio to pass the course.**

Point Requirements

You need a total of **300 points** from the three activity categories listed below to complete the portfolio:

- At least **160 points must be earned during the first year**.
- The second year has heavier coursework and clinical internships, so you will not have as much time for portfolio work. Many students earn most of the points in the first year.

Activity Categories

You can choose activities from three categories:

1. Professional Involvement
2. Community Involvement
3. Continuing Educaton

During the **first year**, you must earn:

- **80 points from Community Involvement**
- **80 points from Continuing Education**

After the first year, you can earn the rest of your points from any combination of the three categories. Just make sure you follow the maximum and minimum points allowed for each activity listed on the Activity Grid below.

Important: Activities that are required for your courses or clinical internships do NOT count for portfolio points.

Special Recognition

If you earn a minimum of 240 points from community volunteer activities, you can earn a Letter of Service-Learning Distinction from the College President and a red graduation cord.

Community volunteer activitie s include events where individuals or groups volunteer their time and effort to **benefit the community** without receiving financial or other compensation.

This recognition looks great on your resume or in job interviews - and some students have even gotten job offers through their volunteer work!

Deadlines & Documentation

To get credit for your activities, you must upload documentation to D2L:

- Points earned in the Fall semester are due **December 1**
- Points earned in the Spring semester are due **May 1**

Document activities using the Participation Verification Form, including appropriate signatures. To document continuing education courses, upload the course completion certificate.

You will upload the documents to D2L. Keep your original copies.

Failure to obtain appropriate documentation and/or signatures will result in zero points for the activity.

If you are not sure if something counts or what documentaton is needed, ask the Portfolio Faculty Coordinator **before** doing the activity.

Final Portolio Requirements

Once you have earned at least 300 points, there are two final requirements in the last semester:

1. A **written reflection** on your portfolio experience. See D2L for additional information.
2. A **group discussion** with your classmates and faculty to share what you have learned.

Summary

- You must complete the Portfolio to pass PTA Seminar (PTA 2078).
- Earn **300 points** in total—at least **160 by the end of the second semester**.
- Choose activities from Professional Involvement, Community Involvement, and Continuing Education.
- Submit documentation on □ne and keep your original records.
- Get recognized with a Letter of Service-Learning Distinction if you volunteer enough.
- Finish the portfolio with a written reflection and group discussion.

A description of activity ideas, point value and required documentation is included below on the Activity Grid – please read all footnotes.

The portfolio is a chance for you to grow, make connections, and build your resume. Plan ahead get involved early!

Professional Development Portfolio Activity Grid[1]

CATEGORY	ACTIVITY IDEAS	POINTS	REQUIRED DOCUMENTATION
Professional Involvement	APTA Member	50 **(MAX 100)**	Membership card
	APTA Section Member	15 **(MAX 30)**	Membership card
	Publication of an article in a physical therapy-related journal, magazine, or online venue.	50	Copy of article & proof of submission from managing editor
Community Involvement **1st year 80-point MIN**	Community volunteer activity[2,3]	10/hour	Signed Participation Verification Form
	Health/wellness activity[4]	10/activity (**80 MAX)**	Unsigned Participation Verification Form
Continuing Education **1st year 80-point MIN**	Physical Therapy CE Seminars (In person or online)[5]	10/hr	Course completion certificate
	Review professional journal article[6]	10/article (**20 MAX)**	Summary/impact statement[4]

Footnotes:

[1]Any activity that is required for a course or clinical affiliation is NOT eligible to earn portfolio points.

[2]Community volunteer activity must be performed for an organization (not a neighbor or friend) and requires a signed participation verification form from the volunteer coordinator.

[3]If 240 community volunteer activity points are earned, the student is eligible to receive a Letter of Service-Learning Distinction from ACC's President, and a graduation cord.

[4]Health/wellness activity may include participation in a fitness or recreational activity, either as a participant or volunteer or serving as a coach.

[5]Physical Therapy CE Seminars require Portfolio facilitator's pre-approval if PT/PTAs are not included in course "intended audience" description.

[6]Review professional journal article in any peer-reviewed professional physical therapy or medical journal. Write a one-to three-page summary of the article and the impact the topic of this article will have on the profession.

Arapahoe Community College
Physical Therapist Assistant Program
Professional Development Portfolio

Participation Verification Form

It is the student's responsibility to complete the top portion of this form and obtain the appropriate signature to document participation in Professional Development Portfolio activities. A copy of this completed form should be submitted to the Portfolio Coordinator.

_____ (Student name) has participated with

_____ (Agency/Organization) in

_____ (Activity description) on

_____(Date) for ____ hours.

_____ (Supervisor's signature and date)

_____ (Supervisor's title)

_____ (Supervisor's email or phone)

Examples of how points might be earned

The following are examples of how points may be earned. There are unlimited combinations of activities that will allow a student to earn the required points over the course of the two-year program, and each student should develop a plan that suits their needs. Joining the APTA will provide additional opportunities to earn portfolio points through free continuing education events and other activities.

Scenario 1 **First Year:** **Second Year:**

Approx. Cost	Activity	Points		Approx. Cost	Activity	Points
$103	APTA Member	50				
$0+	APTA Section Member x 2	30	80 pts Professional Involvement			
	Volunteer activities	40				
	4 Health & Wellness activities	40	80 pts Community Involvement		4 Health & Wellness activities	40 pt
$0+	8 CE events	80	80 pts Continuing Education	$0+	2 CE events	20 pt
$103+	TOTAL	240		$0+	TOTAL	60

Scenario 2 **First Year:** **Second Year:**

Approx. Cost	Activity	Points		Approx. Cost	Activity	Points
$103	APTA Member	50		$103	APTA Member	50
			50 pts Professional Involvement	$0+	APTA Section Member x 2	30
	8 Health & Wellness activities	80	80 pts Community Involvement		1 Community volunteer activity	10
$0+	6 CE	60				
	2 Journal Article reviews	20	80 pts Continuing Education			
$103+	TOTAL	210		$103+	TOTAL	90

Scenario 3 **First Year:** **Second Year:**

Approx. Cost	Activity	Points		Approx. Cost	Activity	Points
$103	APTA Member	50				
$0+	APTA Section Member x 2	30	80 points			
$0	Volunteer activities	40				
$0+	8 Health & Wellness	80	120 pts Community Involvement			
$0+	8 CE	80				
	2 Journal Article Reviews	20	100 pts Continuing Education			
$103+	TOTAL	300				

Scenario 4 – To earn a Letter of Service-Learning Recognition

First Year: **Second Year:**

Approx. Cost	Activity	Points		Approx. Cost	Activity	Points
$0	Volunteer activities	100		$0	Volunteer activities	140
			100 pts Community Involvement			
$0+	8 CE	80				
			80 pts Continuing Education			
$0+	TOTAL	180		$0+	TOTAL	140

PHYSICAL THERAPIST ASSISTANT PROGRAM PROPOSED TEXT LISTS – 2026 -2028

The following list is a proposed list for textbooks for students enrolled in the PTA Program. The addition or deletion of any text is at the discretion of the PTA faculty and may occur at any time during your PTA education. The prices quoted are subject to change. The PTA faculty does not control costs of any text and attempts to select the texts to maximize learning in physical therapy as physical therapist assistants.

FIRST SEMESTER

Required Program Text:	
Physical Rehab, O'Sullivan & Schmitz, 8th edition	$159.75
PTA 1015 Open Educational Resources (OER) Materials only	00.00
PTA 1010 Patient Care Skills, Minor and Minor, 7th Edition, 978-0133055870	$136.25
PTA 1031 Open Educational Resources (OER) Materials only	00.00
PTA 1017 Trail Guide to the Body, Beil, 6th Edition, 978-0998785066	$ 77.25
HPR 1017 Essentials of Kinesiology—Neumann and Mansfield, 4th Edition,	$50.71
Total	$423.96

SECOND SEMESTER

PTA 1020 Physical Agents, Behrens, 3rd Edition	$55.94
Beard's Massage, DeDemonico, 5th edition	$84.75
PTA 1041 Open Educational Resources (OER) Materials only	00.00
PTA 1034 Pathophysiology for the PTA, Marshall, 3rd Edition	$75.04
PTA 1040 Fundamentals of Therapeutic Exercise, Kisner/Colby 8th edition	$111.95
PTA 1035 Same as PTA 1020	
Total	$328.68

THIRD SEMESTER

PTA 2080 Student Clinical Handbook & CPI - $0

FOURTH SEMESTER

PTA 1024 (Same as PTA 1034)	$107.84
PTA 2030 Measurement of Joint Motion, Norkin & White, 5th Edition	
Daniels & Worthington Muscle Testing, Avers, 11th Edition,	$78.95
PTA 2081 (Same as 2080)	
Total	$186.79

FIFTH SEMESTER

PTA 2040 Neurologic Intervention for PT, Martin	$52.00
Improving Functional Outcomes in Physical Rehab, Bezkor 3rd Edition PTA 2005 Open Educational Resources (OER) Materials only	$82.95
PTA 2078 PTA Exam Study Guide, Giles	90.00
Total	$224.95

EVALUATION PROCEDURES

Evaluation methods may include but not limited to the following:

- Assignments
- Tests (exams)
- Quizzes
- Group activities
- Oral presentations
- Performance evaluations (skill checks)
- Class participation
- Specific methods will be provided during the course.

Grading Scale. The following is the grading scale for all of the Physical Therapist Assistant Program courses:

- 92-100% = A
- 83-91% = B
- 75-82% = C
- 67-74% = D
- 0-66% = F

Students must achieve 75% in both written AND lab grades, in addition to maintaining a 75% average in the cumulative course work to successfully complete a course. Successful completion is required for continuation in the program.

All major aspects or components of the grade in each course must be completed for the published grading criteria to apply. Failure to complete all aspects will result in a failing grades unless previous arrangements are made by the student to receive an incomplete or withdraw from the course. A student will not receive a passing grade in any class in which he/she does not earn any of the recorded minimums.

Scores on final examinations (both written and practical) must be at least 75%. Similarly, an exam score below 67% on any examination is unacceptable and may result in dismissal from the program.

Students must earn a "C" or better in all PTA and General Education courses. If a student earns a "D" or an "F" in a PTA or Science course, the student will be dropped from the program. The student is eligible to apply for readmission to the PTA program.

For PTA clinicals and internships, the student must completely satisfy all components of these courses to receive a passing grade of "C" or higher. If the student fails any component, (and consequently the course) he/she may be allowed to take a second internship at another facility arranged at the ACCE and facility's convenience. If the second placement is also failed, the student will fail the entire course. Failure to successfully complete a clinical will result in dismissal from the program.

All appeal policies will be followed in the case of student appeal. (See college catalog.)

Students are reminded not to discuss any quiz or test before all students have taken the quiz or test. It is in the best interest of everyone to not "assist" your friends in their education. This is considered cheating and is justification for dismissal from the PTA program.

Test questions regarding safety or contraindications will penalize students three times the weight of the question.

Program students will be allowed to repeat only one (1) PTA core curriculum didactic course (excluding PTA 2080, 2081, and 2082). If a second "D" occurs in the PTA core curriculum classes, the student will be dismissed from the PTA Program. The student is eligible to reapply for readmission.

All successful repeats of any course or clinical must occur within one year. If a student delays graduation from the original curriculum tract due to a leave of absence, academic failure, etc. verification of technical competencies in PTA 1010, 1020, 2030 and 2040 is required.

Student Remediation Policy

The PTA Program Evaluation/Matriculation Policy allows students to only repeat one course one time to remain in the PTA program. Consequently, the program believes in providing students an opportunity to remediate content they have not successfully completed before issuing a final failing grade in a course.

If, after final exam(s) in a PTA course, the student has not met the course requirements for a passing grade, PTA students will have one opportunity to remediate and demonstrate competence in deficient content, as long as the retake score limit of 75% will result in a passing grade for the student. The course instructor will discuss the content needing improvement with the student and provide an opportunity for the student to achieve a passing grade.

Remediation opportunities should be completed prior to the course grading deadline each semester.

ATTENDANCE/TARDY POLICY:

ATTENDANCE:

Students are responsible for materials covered in a missed class lecture. Attendance is encouraged due to the fast pace and depth of the materials covered. A student is considered in attendance only when physically present in the classroom or lab. Remote attendance may help mitigate the consequences of missed content but will result in a recorded absence.

The attendance policy of the Physical Therapist Assistant Program will be the same as Arapahoe Community College's with the following additions:

Ten percent (10%) absence (excused or unexcused) in lecture or lab classes will result in the student receiving an attendance-warning letter from the instructor. Any additional absences beyond the 10% will result in the lowering of that grade one complete letter grade for the class.

Twenty percent (20%) absence (excused or unexcused) in lecture and/or lab classes may

result in the student being dropped from the class. If a student is dropped from a class for excessive absenteeism, continuation within the PTA Program will be decided by the Program Director.

TARDY:

It is considered unprofessional behavior for students to arrive late and/or leave early from lecture, lab, or internships. Students are to be ready to begin all educational opportunities at the scheduled start of that lecture, lab, or internship. Failure to do so will result in the student being tardy.

Students are to be ready in appropriate lab attire for the lab classes at the scheduled start of the lab. Failure to do so will result in the student being tardy. Three instances of being tardy or leaving early will be equivalent to one absence and dealt with as such.

ASSESSMENT POLICIES

ASSIGNMENTS: All assignments must be submitted as described in course materials. DO

NOT LEAVE ASSIGNMENTS UNDER OFFICE/CLASSROOM DOORS, THE CLEANING STAFF MAY DISPOSE OF THEM.

Late Assignments: Policies regarding late assignments will be described in each course syllabus.

EXAMS: Policies regarding a student's opportunity to make up or retake an exam will be described in each course syllabus.

QUIZZES: Policies regarding a student's opportunity to make up or retake a quiz will be described in each course syllabus.

TEAM ASSESSMENT:

Group activities are learning experiences designed to promote teamwork among peers. It is a process that involves organization, time management, delegation, and accountability of all members of the team.

All members of the team will receive the same grade for their project which may be oral and/ or written presentations.

PTA Program Statistics

	2020	**2021**	**2022**	**2023**	**2024**
Number of students who applied	50	38	31	18	23
Number of students accepted	20	20	20	18	20
Number of students accepted who enrolled	20	19	20	18	15
Number of Minority Students	2	1	3	5	6
Average age	26.5	31	26.5	28.6	25.3
Number of graduates	18	15	12	17	TBD

PROFESSIONAL ORGANIZATIONS

PTA Club

The Student Physical Therapist Assistant's Club of Arapahoe Community College has been established to act as an advocate for physical therapy and as a support system for the needs of its student members. It is open to any ACC student who is interested in physical therapy. PTA Program students are required to participate.

The American Physical Therapy Association (APTA)

This professional organization is also open to all students in an approved Physical Therapy Program at reduced membership fees. As a member you will receive all student mailings and the Journal of the American Physical Therapy Association. Students are encouraged to join.

APTA Website

The APTA of Colorado

This state professional organization is open to all students in an approved Physical Therapy Program and offers reduced membership fees. Students are encouraged to participate in meetings and seminars, many of which are held by the Mile Hi Colorado APTA District.

APTA of Colorado Website

STUDENT AGREEMENT

I have received, read, and understand the policies and statements contained in this PTA handbook. I do elect to abide by these policies in pursuit of my goal to become a physical therapist assistant. I do have the motivation and the desire needed and by signing below, make a definite commitment to the program, for the duration of the program. I understand that if any of these policies require modification, I will be notified of the changes in writing.

_____ _____

Student Signature Program Coordinator

_____ _____

Date Date

****

I have received, read, and understand the policies and statements contained in this PTA handbook. I choose to waive my rights to abide by these policies in pursuit of my goal to become a physical therapist assistant and therefore surrender my admission into the PTA Program at Arapahoe Community College as indicated by the signature below.

_____ _____

Student Signature PTA Program Coordinator

_____ _____

Date Date