



DAYTONA STATE COLLEGE

Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

Physical Therapist Assistant Program

2024-2025

Program Policies and Procedure Handbook

*“The Science of Healing.
The Art of Caring.”*

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*Daytona State College
College of Health & Public Services
School of Health Careers
Physical Therapist Assistant Program*

WELCOME

Welcome to Daytona State College and the Physical Therapist Assistant Program! We are extremely proud of our program and our profession. We are pleased you have chosen to pursue your physical therapist assisting education here. As the cover of your handbook indicates physical therapy represents the ***“Science of Healing and the Art of Caring.”*** The program embraces this declaration by providing a curriculum designed to graduate entry-level physical therapist assistants prepared to meet the challenges of the modern practice of physical therapy. The college administration, the faculty and staff are committed to the success of every student who enters the Physical Therapist Assistant Program at Daytona State College.

This manual has been developed for you as a student in order to provide easy access to information that you will need regarding the specific policies and procedures of the Physical Therapist Assistant Program. You may also need to refer from time to time to the Daytona State College Catalog and College Student Handbook for information regarding policies of the college. It is expected that you familiarize yourself with the contents of this handbook and adhere to the policies described herein. This handbook does not substitute for other documents provided by the College of Health & Public Services and/or Daytona State College.

The faculty reserves the right to make changes in the regulations and offerings announced in this manual, as circumstances require. We do, however, desire to state clearly as many expectations and requirements as possible to make your experience here a positive one.

PROGRAM DESCRIPTION

The Physical Therapist Assistant (PTA) Program prepares the student for a dynamic and rewarding career in the Health Professions. Those who work in the field use their personal and professional skills – under the supervision of the physical therapist - to perform interventions addressing the impairments and functional limitations of people with physical dysfunction that might interfere with their ability to independently function in society.

This Associate of Science (AS) degree program includes a basic background in the natural and behavioral sciences as well as specialized course work preparing the student for the clinical environment. The final phase of training involves supervised clinical affiliations in hospitals, rehabilitation facilities, schools, skilled nursing facilities, and outpatient centers.

PROGRAM MISSION STATEMENT

The Physical Therapist Assistant Program promotes the ideals of the Daytona State College (DSC) Mission Statement of emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning. Each student in the PTA Program will receive academic and clinical experiences to provide them with a professional foundation to become an effective, responsible, licensed and contributing team member in Physical Therapy.

PROGRAM PHILOSOPHY

Physical Therapy philosophy is predicated on the belief that learning is a lifelong and dynamic process that is achieved through an active multi-sensory approach. In this program, emphasis is placed on participatory learning utilizing hands-on approach stressing communication skills, critical thinking, problem solving skills, and consideration of individual and group diversity. Concepts will progress from simple to complex and use all previous knowledge and skills in the curriculum.

PROGRAM OUTCOMES

By the end of the Daytona State College PTA Program a student will be able to:

1. Integrate scientific principles which form the foundation of physical therapy into clinical practice.
2. Differentiate the normal vs. abnormal states of physiology that are observed and/or treated in the clinical setting.
3. Describe his/her role and responsibilities to the patient, the physician, the physical therapist and other members of the health care team.
4. Perform interventions, under the supervision of the physical therapist, consistent with evidenced-based physical therapy practice safely, effectively and efficiently.
5. Analyze and evaluate the physical therapy literature in pursuit of lifelong learning.

6. Value active participation in the American Physical Therapy Association, the Florida Chapter and East Central District as means of professional development.

ACCREDITATION STATEMENT

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA), located at 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085 - (703) 706-3245. email: accreditation@apta.org; website: <http://www.capte.org/>

Daytona State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and bachelor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Daytona State College.

ORGANIZATIONAL CHART

The Physical Therapist Assistant Program is housed in Academic Affairs.
[Academic Affairs Organizational Chart](#)

Within Academic Affairs the Program is part of the College of Health and Public Services and the School of Health Careers.

ADMINISTRATIVE STRUCTURE FOR THE PTA PROGRAM

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INSTITUTIONAL ACADEMIC INTEGRITY CODE

Daytona State College is committed to providing students with quality instruction, guidance and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the college prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be accurate and true reflections of the coursework actually produced and submitted by you. Suspected violations of the student academic dishonesty code will be handled by individual instructors as outlined in the Daytona State College Student Handbook and in this manual. In some cases, students may be reported to the academic department chair for review and academic consequences. In addition, some students may be referred to the Judicial Affairs Office for appropriate disciplinary action.

FORMS OF ACADEMIC DISHONESTY

Academic dishonesty is defined as, but not limited to, receiving or giving unauthorized assistance on a quiz, test, exam, skill check, practical, paper or project, or unauthorized use of materials including online tests and test banks; collaborating with another person(s) without authorization on a quiz, test, exam, paper or project; taking a quiz, test or exam for someone else, or allowing someone else to do the same for you.

PLAGIARISM

Submitting work in which words, facts or ideas from another source are used without acknowledging that the material is borrowed, whether from a published or unpublished source. For specific instructions on how to document information from other sources, students should consult with their instructors.

FABRICATION

Listing sources in a bibliography that one did not actually use in a written assignment, or presenting false, invented or fictitious data/information in a written assignment.

OTHER ACADEMIC MISCONDUCT

Other academic misconduct includes, but is not limited to:

- Impersonating a college faculty or staff member;
- Attempting to access, procure or distribute restricted college educational and instructional materials;
- In a testing situation, including testing done electronically within online classes, in face-to-face courses, proctored, or online, conduct such as: looking at a classmate's test, talking to a classmate or leaving the classroom without the instructor's or test proctor's permission;
- Obtaining by theft/purchase or selling/giving part or all of a test; accessing unauthorized websites to facilitate cheating, receiving unauthorized help from others, or any other forms of academic dishonesty which would be considered cheating within a traditional classroom or in the online class environment;
- Altering or attempting to alter academic records of the college which relate to grades; being an accessory to same;
- Use of unauthorized materials or electronic devices during testing in any of the college Assessment Centers or college approved off-campus testing locations;
- Violation of copyright laws and/or unapproved use of intellectual property.
- Refusal to comply with state, college and/or faculty testing policies and practices.

STUDENT RIGHTS AND GRIEVANCE PROCEDURE

Students who perceive that they have been mistreated by college staff or faculty may register their academic or other grievance with a college supervisor, administrator or academic department chair. Distance Learning students must follow the same procedures. Reasonable accommodations will be made for Distance Learning students who are unable to attend meetings on one of the college campuses. Students must assume complete responsibility for complying with the informal grievance procedure and attempt to resolve their grievance at the lowest level possible. The college is not responsible for students who are not educated about or misinterpret the college procedures for resolving grievances.

THE RESOLUTION PROCESS FOR ACADEMIC DISHONESTY

The professor or instructor conducting the course may notify the student verbally or by written form that the student is suspected of academic dishonesty and offer an academic consequence or resolution. If the student agrees with the academic consequence issued by the instructor, the matter will be resolved. If the matter is not resolved with the instructor, the student may request a

meeting with the PTA Program Director. If the matter cannot be resolved at that level, the student may contact the Chair of the School of Health Careers, followed by the Associate Vice-President for the College of Health and Public Services followed by the Vice-President for Academic Affairs. The student is required to provide evidence in response to an allegation of academic dishonesty and present information to the school chair that there was an attempt to resolve the matter with the instructor. The school chair will review the matter and offer a resolution or academic consequence. If the matter is not resolved with the school chair, the student may request a meeting with the academic associate vice president. The academic associate vice president may uphold the previous decision by the school chair or render an alternate academic decision. If the student is not satisfied with the decision made by the associate vice president, the student may request an administrative review to the senior vice president of academic affairs and/or the senior vice president of student development and institutional effectiveness. The student must submit a written request and explain the reason for the administrative review. The vice presidents will review the written request and make the appropriate decision.

STUDENT'S GRADE DURING REVIEW

Until a decision is rendered, the student may not receive a grade for the test or project in question unless a grade has already been issued. If a decision has not been made by the end of the semester in which the incident occurred, a grade of "Incomplete" may be assigned until the matter is resolved. If the student is found not in violation of academic dishonesty, the test/project will be graded and a grade will be assigned. If it is determined that the student is in violation of academic dishonesty, a grade of "0" or "F" will be given for the course in question. Additional disciplinary sanctions may be administered by the Judicial Affairs Office.

STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST

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

Preamble

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

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

Standards:

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

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

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

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

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

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

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

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

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

- 3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

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

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
- 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

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

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

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

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

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

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

6C. Physical therapist assistants shall support practice environments that support career development and life-long learning.

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

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

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

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

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

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

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

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

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

8C. Physical therapist assistants shall be responsible stewards of healthcare resources by collaborating with physical therapists in order to avoid over-utilization or under-utilization of physical therapy services.

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

Source: American Physical Therapy Association
1111 North Fairfax Street, Alexandria, VA 22314-1488
703/684-APTA (2782) * 800-999-2782 * 703/683-6748 (TDD)
703/684-7343 (fax)

STUDENT CLINICAL CODE OF CONDUCT

The Daytona State College, College of Health and Public Services have adopted the following code of conduct to guide ethical behavior in the various clinical/observation/field rotation sites. The magnitude of our responsibility as health, human and public service professionals necessitates the establishment of the highest standards of conduct.

This code of conduct represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions that are reported to the College of Health and Public Services will be investigated with respect to both the magnitude and chronicity of the incident(s). It should be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

RESPECT AND CONCERN FOR THE WELFARE OF OTHERS

*The clinical/observation/field student will:

- Treat patients, family members, clinical staff and others with respect and dignity both in their presence and in discussions with others.
- Recognize when one's ability to function effectively is compromised and ask for relief, guidance or help.
- Recognize the limits of student involvement in the medical care of a patient / client and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or patient / client care.

RESPECT FOR THE RIGHTS OF OTHERS

*The clinical / observation/field student will:

- Deal with staff, personnel and peer members of the clinical / observation / field team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference or socioeconomic status.
- Respect the modesty and privacy of all persons.

TRUSTWORTHINESS

*The clinical/observation/field student will:

- Be truthful in communication with others.
- Maintain confidentiality of all privileged information.
- Admit errors and not knowingly mislead others to promote one's self at the expense of others.
- Not represent yourself in any capacity other than that of "student."
- Accurately acknowledge the sources of all information reported.

RESPONSIBILITY AND SENSE OF DUTY

*The clinical / observation / field student will:

- Participate responsibly in patient care or research to the best of his or her ability and with the appropriate supervision.
- Undertake clinical / observation / field duties and persevere until they are complete.

- Notify the responsible person if something interferes with his or her ability to perform clinical observation / field duties or academic tasks effectively.

PROFESSIONAL DEMEANOR

*The clinical / observation / field student will:

- Maintain a neat and clean appearance, and dress in the approved attire.
- Be thoughtful and professional when interacting with others.
- Strive to maintain composure during times of fatigue, professional stress, of personal problems.
- Avoid offensive language, gestures or inappropriate remarks.

STUDENT RIGHTS

*The clinical / observation / field student will:

- Be challenged to learn, but should not be belittled, humiliated or abused.
- Not be sexually harassed, either verbally or physically.
- Not be discriminated against on the basis of gender, race, religion, age or sexual preference.
- Report all violations of student rights to the appropriate college official.

PROFESSIONAL BEHAVIORS

Students are expected to show ethical and professional behaviors in the classroom and clinical setting. Students are representatives of Daytona State College and the profession of physical therapy. The Standards of Ethical Conduct for the Physical Therapist Assistant (see page 10), and the Student Generic Abilities (see page 37) will be followed. Students who fail to comply with these ethical and professional behavioral standards may be subjected to disciplinary action up to and including expulsion from the program.

STATE LICENSURE

Graduates will be eligible to sit for licensure examination. The Florida Board of Physical Therapy Practice – Department of Health, Board of Physical Therapy Practice, Bin C-05, 4052 Bald Cypress Way, Tallahassee, FL 32399-3255 - is responsible for licensing and regulating physical therapists and physical therapist assistants who meet statutory requirements for safe practice in Florida.

The examination is administered by the Federation of State Boards of Physical Therapy - 124 West Street South • Third Floor • Alexandria, VA 22314. Most states require licensure to practice as a Physical Therapist Assistant.

Note - Conviction: If you have been convicted of a felony and your civil rights have or have not been restored, your ability to obtain state licensure may be impaired. Each state licensing board will establish rules and then determine the applicant status. In addition, our clinical affiliates will not accept students into clinical internships with a felony record regardless of its nature or chronicity. Therefore, prior to starting the program students are required to successfully pass a background screen and have a negative drug screen.

Pursuant to [Section 456.0635](#), *Florida Statutes*, effective July 1, 2009, health care boards or the department shall refuse to renew a license, certificate or registration, issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

1. Convicted or plead guilty or nolo contendere, regardless of adjudication, to a felony violation of: chapters [409](#), [817](#), or [893](#), Florida Statutes; or [21 U.S.C. ss. 801-970](#) or [42 U.S.C. ss 1395-1396](#), unless the sentence and any probation or pleas ended more than 15 years prior to the application.
2. Terminated for cause from Florida Medicaid Program (unless the applicant has been in good standing for the most recent 5 years).
3. Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years).

GENERAL STUDENT POLICIES, RIGHTS AND RESPONSIBILITIES

DAYTONA STATE COLLEGE has established specific policies and procedures to ensure the rights, integrity and safety of all members of the college community.

Policies concerning the academic honor code, grievance procedure and code of conduct, a drug free school and campus are published in the Daytona State College Student Handbook. The Student Handbook was given out during the program orientation.

Daytona State College is committed to providing a drug free environment for all its employees and students, in compliance with the Drug Free Schools and Campuses Act of 1989 (Public Law 101-226). Employees and students of the College are prohibited from engaging in the unlawful possession, use or distribution of drugs and alcohol on the institution's property or as any part of the institution's activities.

CHANGE OF PERSONAL INFORMATION

It is very important the program has current contact information for you. Any change of personal information such as your name, address, phone number, legal status must be reported to the PTA Program Director and the Daytona State Records Department on campus. Changes should be reported as soon as possible after a change occurs.

LEARNING RESOURCE CENTER/LIBRARY

Students are expected to utilize the extensive resources at the L. Gale Lemerand Student Center – 3rd floor - on the Daytona Beach Campus. A designated area has been established for the Physical Therapist Assistant Program for reference materials and textbooks. Books from this area can be checked out of the library on a limited basis. Students will also be accessing periodicals on the internet. The Computer Commons area in the Library is available to all students. The PTA Program has additional computer access available on the first floor Building 320 with additional resources in the program library in Room 125.

Research Assistance (386) 506-3518

FINANCIAL AID

Financial aid is available in the form of grants, scholarships, loans, and work study. Information is available in the Financial Aid office located in Building 100, Room 104 on the Daytona Beach Campus. Financial Aid applications may be filled out at any time during student enrollment at Daytona State College. Community based scholarships may be available through hospitals, private corporations, or service groups.

<http://www.daytonastate.edu/finaid/index.html>

Phone: (386) 506-3015

Email: financialaid@daytonastate.edu

STUDENT ACTIVITIES

The Physical Therapist Assistant Program has established a student club – Student Physical Therapist Assistant Club (SPTA Club). Students elect officers and utilize this organization to coordinate activities which assist in financially supporting student projects, and American Physical Therapy Association involvement.

GRADUATION REQUIREMENTS

Students must have successfully completed all required courses listed in the program guide and in addition obtain:

- a. minimum grade of “C” (78%) in all Physical Therapist Assistant courses and
- b. successful completion of all clinical internships achieving thresholds set for each rotation (1st - 70% on CPI (Clinical Performance Instrument), 2nd - 80% on CPI, 3rd - 90% on CPI).
- c. minimum grade of 75% on program exit examination

Graduation ceremonies are held at the end of spring semester (usually the first or second week in May).

It is the student’s responsibility to confirm that the necessary **official** transcripts have been received by the Registrar’s office. The student is strongly encouraged to periodically monitor his/her unofficial transcript to be sure that the Daytona State transcript is up to date; this will help minimize the possibility of degree challenges at or near the time of graduation. When the student has successfully fulfilled all of the course and credit hour requirements for the PTA curriculum, he/she will be prepared to apply for graduation with an Associate of Science degree. Although the student will be reminded of this closer to that time, note that it is **ultimately the student’s responsibility** to file an application for graduation and to make sure that all the requirements have been completed.

GRADING POLICY AND PROCEDURE

Course grades are based on scores earned on quizzes, exams, special assignments, lab skill checks, lab practical examinations and final examinations. Specific points are listed in specific course syllabi. All tests are the property of Daytona State College and will not be retained by students. The course schedule of class topics and exams is subject to change as the need arises. Grades will be posted on the corresponding course site on Falcon Online. Clinical internship course grades are based on the use of the PTA CPI (Clinical Performance Instrument) and other criteria as noted in the clinical course syllabi. Training on the PTA CPI will be provided prior to the student’s first clinical affiliation.

A minimum overall grade of “C” is required in all PHT courses before using that course as a prerequisite for the next course in sequence. In preparation for the NPTE examination, the letter grade assigned to all PHT courses shall be determined as follows:

A	=	94 – 100
B+	=	90 – 93
B	=	86 – 89
C+	=	82 – 85
C	=	78 – 81
D+	=	74 – 77
D	=	70 – 73

Note: Grades below a “C” are not passing

If a student's performance is weak or unsatisfactory (course average of 78 and below) at midterm, he/she will be notified and required to meet with the PTA Director and/or faculty to discuss areas of concern and strategies for improvement. At this time the "Academic Concern Form" will be completed and all discussion will be included. In all instances, program faculty will be available for assistance upon student request. The student's signature does not indicate that the student agrees with the statements made on the form. It only indicates that the student had an opportunity to read the form and make comments. This form will be kept confidential and placed in the student's file.

If a student does not complete a PTA course with a “C” or better grade, that student will not be allowed to attend the Clinical Practicum for that semester – if applicable - and will not be able to progress in the program with their existing cohort.

Each laboratory course requires skill checks and practical examinations. Students will only be given **TWO** attempts to successfully complete each check/examination for any laboratory course. Students who were not successful on a given attempt must meet with the course instructor for remediation in the content area tested by setting up an appointment with the instructor of record. Re-takes are performed one week after the unsuccessful first attempt to allow adequate time to practice before the second attempt. A student who exceeds that number will be assigned a D+ for the course and will not continue in the program.

In laboratory courses we will be following the **S.E.E.** principle of: Safety first, followed by Effectiveness, and then Efficiency. Safety of our patients and ourselves is of the utmost concern and will be monitored closely during all laboratory activities and graded specifically in all skill checks and practicums. Each instructor will outline specific safety violations for laboratory practice and testing. Any violation of a safety component on a skill check or practicum will result in the testing ending immediately and a failing grade will be assigned. The student will be remediated and a re-take will be scheduled. Effectiveness implies the accuracy and appropriateness of the performance in lab and testing while Efficiency refers to proficiency and professional nature of the performance. All components will be outlined on the appropriate course's rubric to laboratory testing.

In all lectures and laboratory courses you will also be graded on your adherence to Generic Abilities as outlined starting on page 37.

Students not continuing in the program must meet with the program faculty to discuss and identify potential reasons for the outcomes, strategies for improvement and the procedure for re-entry into the program. The student must formulate a plan of action on how they will be successful. A seat will be held for the student in the next cohort. In order to keep their seat a student must take and pass – 78 – a cumulative written examination demonstrating competence in all coursework taken up to that point in the program. If passed, the student will repeat all course work with a grade less than a “C.” Students will be required to audit all laboratory courses in order to maintain their psychomotor skills. If a student does not successfully complete the program on the second attempt, he/she must reapply to program along with all other candidates for the program.

- Assignments

Assignments are due on the date established in the syllabus. Assignments not submitted on time will result in a grade of “0” for that assignment. If the student anticipates an absence on the day an assignment is due, arrangements must be made with the instructor prior to the due date.

- Make-up Examinations

Make-up tests will only be permitted in an emergency, with prior faculty approval.

- Academic Dishonesty/Cheating

Academic Dishonesty/Cheating in any form will not be tolerated and shall result in the student(s) involved receiving a failing grade (zero) for that exam or project and may result in dismissal from the program.

Academic Dishonesty/Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, skill check, practicum or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, skill check, practicum or project; or taking a quiz, test or exam for someone else or allowing someone else to do the same for you.

- Plagiarism





Plagiarism can be defined as: submitting work in which words, facts or ideas from another source are used without acknowledging that the material is borrowed, whether from a published or unpublished source. For specific instructions on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA. Students who are found to have plagiarized will receive a grade of zero for that particular assignment and may be subjected to disciplinary action up to and including expulsion from the program.

- Probation and Dismissal

Probationary Status means that a student is in difficulty (academically, professionally or clinically) within the program. A student will receive an Academic Integrity Code Warning Form (pg. 35) from the Instructor followed by a written referral to a Student Development Specialist. Further violations may result in dismissal from the program.

- Due Process

Students in the Physical Therapist Assistant Program have the right to due process. Students may appeal grades earned on written examinations, skill checks or practicums. Students may appeal grades earned on clinical internships. Students may also request meetings to discuss perceived behavioral or attitudinal issues in the student/teacher relationship. There is a college-wide policy for grievances as discussed earlier in this manual. Additionally, at the program level, the faculty will ensure that our "open door" policy is followed at all times with respect to discussion of performance and behavior. We do expect that students seeking due process follow the steps outlined earlier in this document and follow the following hierarch. The administrative hierarchy for problem solving regarding the Physical Therapist Assistant Program is:

-  Course Instructor
-  Assistant Chair, Physical Therapist Assistant Program
-  Chair, School of Health Careers
-  Associate Vice-President for the College of Health and Public Services

In summary, in case of probation or dismissal or grade change appeal, students enrolled in the Physical Therapist Assistant Program have the right to appeal the decision. PTA students wishing to do so will follow the Student Grievance as outlined in the College catalog and College Student Handbook.

STUDENT ATTENDANCE

Regular attendance in classroom and laboratory sessions is **mandatory**. Attendance at each lecture and lab is critical to obtain the knowledge and skills necessary for practicing as a Physical Therapist Assistant. If three (3) unexcused absences are accumulated, the student will be issued a written warning and placed on probation. If an additional absence occurs, the student will be removed from the program. In the event of unavoidable absence, students are to notify the course instructor prior to the absence. The student is responsible for obtaining all material they have missed. All tests missed may be made up at the discretion of the instructor. It is the student's responsibility to approach the instructor to plan for any makeup work. Additionally, all

students are expected to be punctual and on time. Lateness of greater than five minutes is considered an unexcused absence. It is the student's responsibility to inform their instructor – not the Program Director – that he or she will be late for class. Informing another student to then in turn inform the instructor does not constitute appropriate notification.

In case of inclement weather – hurricane – in which Daytona State designates travel hazardous and closes the campus, students will not be expected to attend class that day. If Daytona State is open the student must attend class that day. If the student does not attend class in the event that Daytona State remains open, both the course instructor and the program director must be notified in advance as with any other absence. The absence will be unexcused.

Students will be excused from class for the major designated holidays which are as follows: New Year's Day, Martin Luther King Jr. Holiday, Spring Break, Memorial Day, July 4th, Labor Day, Thanksgiving Holiday (Thursday, Friday) and Winter Break.

CLINICAL LABORATORY PARTICIPATION

In the lab sessions, each student is expected to be an active participant to include verbal, intellectual and physical skills as a member of a learning group. Each student will be used as a "patient/client" for the interventions, exercises and modalities that are being taught. The "Statement of Understanding" form is to be read and signed by all students and will be kept in your student file. If a student has a precaution or contraindication or objection (religious or cultural) to a procedure, then the student will notify the instructor prior to the beginning of class and alternative methods for the group will be developed. The instructor and student will determine the safest method for that student to deliver the treatment procedure in the clinical setting.

DRESS CODE

Students are entering a professional program. As such, we expect students to conduct themselves as professionals and wear clinical attire. Clinical attire is defined as a collared shirt (golf shirt, polo shirt), and long dress khakis. In the warmer months dress khaki shorts, or capris pants. This same dress code must be worn for all guest speakers as well. Students will be given the opportunity to purchase Daytona State College Physical Therapy polo shirts. For lab sessions, students will be required to wear shorts with "bike-type shorts" underneath, t-shirts, and t-shirts with sports bras – with clasps in the back - for women. In addition, a long-sleeved lab coat and clinical attire must be worn for all practicals. Closed toed shoes are to worn at all times with no exception. Additionally, students will wear their student photo ID or name tags – to be purchased in the beginning of the program – at all times.

PATIENT DEMONSTRATION

When a patient/client has volunteered to have students or the Instructor perform a PT procedure for class demonstration and teaching, the confidentiality of the patient/client will be maintained. It is a right and privilege to have the patient/client in the classroom and the clinical laboratory. Each student will maintain a professional attitude toward the client.

EATING

NO eating in the classrooms during lectures will be allowed. NO eating or drinking in the Clinical Laboratory during laboratory sessions will be permitted.

TECHNOLOGY

During the lecture or lab sessions, all cell phones will be set to vibrate/silent so that the class is not disrupted. Phones will not be answered in the class or lab space. All of your lecture materials and laboratory sheets will be placed on the corresponding Falcon Online website. Students are permitted to download those materials to a laptop computer/tablet and bring your computer/tablet to class. The computer/tablet is to be only used for classroom purposes. Any evidence of students using computer/tablet for any other purpose will result loss of this privilege and a written warning will be placed in the student's file.

Audio and video recording of lectures and laboratory demonstrations is permitted only with permission of the instructor of record. Students who participate as models during demonstration must give permission as well.

WRITTEN ASSIGNMENTS

Written assignments must be presented using a computer. The exception will be progress notes (SOAP) and Home Programs written as part of a laboratory course session.

TRANSPORTATION

From time to time, throughout the PTA Program, it will be necessary for the student to attend classes and clinical affiliations off the Daytona State College campus. In all cases, it is the student's responsibility to arrange transportation and to be on time.

PROFESSIONAL LIABILITY INSURANCE

All students are assessed a lab fee on the first clinical course to provide for professional liability insurance. Liability insurance coverage is only in effect during the time that the student is formally enrolled in the PTA clinical course and scheduled by the college to be in the facility.

HEALTH AND SAFETY REQUIREMENTS

1. Infectious Disease Statement

While performing PTA responsibilities in the clinical facilities, the student may be exposed to environmental hazards and infectious disease including, but not limited to: Tuberculosis, Hepatitis B, and HIV. The student understands and assumes the risks involved in the clinical

portion of the PTA Program at Daytona State College and agrees to abide by the policies and procedures of each facility regarding exposure to infectious diseases and infection control.

The program's curriculum includes state mandated requirements for HIV/AIDS education and information regarding OSHA's regulations. All students must start the Hepatitis B vaccination protocol or sign the declination waiver form prior to clinical practice. Students are encouraged to complete the six-month series vaccine, but are not required for clinical placement. The forms must be completed, signed and returned to the Program Director. Student Health Forms are completed and submitted prior to starting the program. Health Forms are updated prior to starting the first clinical rotation in the third semester. It is the student's responsibility to maintain copies of all records submitted and to complete the updated Health Form by the appointed date in the third semester or they will not be permitted to attend their clinical rotation that may delay their timely graduation.

2. CPR

All students must have current CPR certification (BLS for Healthcare Providers) prior to and throughout all clinical experiences. There are only two acceptable providers for CPR – American Heart Association and American Red Cross. A copy of the CPR card will be kept in the student's program file. Students will not be allowed to attend clinical training until proof of current CPR certification is provided.

3. Student Health Form

Student Health Forms will be issued during Orientation to the PTA program. Completed physicals and immunizations will be due no later than the first day of class. The physical will be kept on file in the PTA program files. Each student is responsible for obtaining a physical, immunizations, and health records and providing a copy to the ACCE in addition to the original kept in the Program Director's office. The student is also responsible for updating immunizations (TB) and providing a copy to the Program Director and ACCE.

4. Pregnancy

Because of the unusual physical demands of the program, a student who is or becomes pregnant is encouraged to inform the Instructor if a contraindication to a PT procedure exists. The pregnant student should also consult with each faculty member at the beginning of each term to determine if any classroom, laboratory, or clinical experiences may be detrimental to the pregnancy. Any modification or postponement of required work must be agreed upon by the Instructor and Program Director. It may be necessary for the student to withdraw from the program and re-enter the program with the next cohort.

The student who is pregnant is highly encouraged to provide the program director with a physician's diagnosis and release indicating her ability to participate in class, lab and clinical rotations without restriction at 100% (the student shall present the appropriate course objectives to the physician for his/her consideration).

While the student who is pregnant is attending her clinical rotations, she shall provide each clinic with an updated physician's release indicating that she is able to participate at 100% (without restriction) as a student PTA. The release shall be based on the objectives of the clinical course and clinic facility policy and shall be updated as the student advances in her pregnancy.

5. Medical Conditions

In the event that a student has surgery or experiences a significant change in medical status, the student must notify the Program Director immediately. The director may request that the student have permission from his/her medical physician to participate in class, laboratory, or clinical rotations. In the event a student's health becomes a barrier for success or a safety concern in class, or clinicals, he/she may be advised to withdraw from the program and will be allowed to re-enter with the next cohort with appropriate documentation of resolution of the medical condition.

6. Level II Background Check

Students entering any health career program beginning spring 2011 or later will be required to complete a level two background screening as well as drug testing. A second screening will be required prior in the third semester of the program prior to starting their first clinical rotation. A change in the law as of August 2010 (F.S. Chapter 408) significantly modifies the background screening for health care service providers.

Students will not be allowed to participate in clinical if they do not comply with the new requirements. A clinical component must be successfully completed with all health care programs. The cost for the level two screening and drug testing has been approximated at \$90.00.

Background Checks Protocol:

1. Complete the request form received with your acceptance letter
2. Report to designated center for electronic fingerprinting and pay associated fee
3. Complete acknowledgement and consent for release of information
4. Daytona State College receives access to the Level II Background Check
5. Report reviewed by a college representative
6. Report reviewed by committee of School of Health Careers (if positive report.)
7. A Daytona State College designee will contact student with the committee's decision regarding admission

While enrolled in Daytona State College's Physical Therapist Assistant program, the student is also responsible for notifying the assistant dean/ program manager of any arrests, regardless of adjudication, that occur after acceptance and during enrollment in the program. Failure to promptly notify the department chair will be grounds for dismissal from the program. A second background check and drug screening may be required in the third semester of the program just prior to beginning of clinical internships.

6. Drug Testing Policy and Procedure

Drug Testing upon Admission to the School of Health Careers Programs

Students will receive instructions for obtaining a drug test with the letter of acceptance to the health career or human services program. Students selected for admission are accepted on a provisional basis pending verification of a negative drug test and successful completion of a level II background check.

Procedure for Drug Testing

Students selected for admission to the health career or human services program will receive instructions for obtaining the drug tests with the letter of admission. Students will be required to follow the procedures established by Certified Background. All costs associated with drug testing are the sole responsibility of the student.

A drug tests will be considered positive if any of the drugs listed in **Exhibit A** are found. Positives test results will be confirmed by the testing laboratory. A diluted laboratory result must be repeated at the student's expense no later than the end of the first semester. The testing laboratory will contact the Department Chair's office regarding student test results and the Department Chair or designee will contact the student.

Drug Testing after Admission

Any student admitted to a health career or human services program will be subject to random drug testing at the discretion of the health career or human services faculty or dean upon request. All costs associated with testing are the sole responsibility of the student. Health Career or human services students who demonstrate behavioral changes in a classroom, clinical, externship, or laboratory setting may be asked to complete drug testing if the behavior is presumed to be related to the use of drugs or alcohol. The Health Career or Human Services faculty member or preceptor will notify the student and the Program Manager or Academic Coordinator of Clinical Education (ACCE) of the suspected behavior. The student will be asked to leave the clinical, externship, or laboratory area and go with a faculty member to discuss the matter. If the decision is to refer the student for drug testing, the student must report immediately to the testing area. The student will be suspended from all clinical, externship, or laboratory activity until the matter has been reviewed by the Program Manager/ACCE or if the student refuses drug testing. If the drug screening result's are negative, the student will be allowed to continue in the classroom, clinical, externship, or laboratory activity without penalty. If the drug screening test is positive, the student will have an opportunity to present their response to the positive test result to the faculty member. The faculty member will make a recommendation to the Program Manager/ACCE regarding the student status in the program. The Program Manager/ACCE is authorized to make an academic decision which will include immediate termination from the Health Career or Human Services program. The Program Manager/ACCE may also refer any student who violates this policy to the Judicial Affairs Office for additional college disciplinary action.

Exhibit A

The following lists of drugs are not all inclusive however typically represent substances monitored for health care workers:

Alfentanil
Butorphanol (stadol)
Fentanyl
Ketamine
MDMA (ecstasy)
Nalbuphine (Nubain)
Sufentanil
Tramadol
Alcohol
Amphetamines
Barbiturates
Benzodiazepines
Cannabinoids
Cocaine
Methdone
Opiates
Phencyclidine
Propoxyphen

HEALTH INSURANCE

Students are responsible for obtaining their own medical insurance and providing for their own medical care. Students will provide a copy of their insurance card to the Program Director and ACCE upon starting the program in January.

The following procedure is to be followed in case of injury during laboratory or clinical courses.

1. The student should notify the instructor or clinical instructor.
2. A facility incident report as well as a Daytona State College Safety and Security Department Incident Report should be completed with a copy for the student, the student's campus file and the instructor as well as the facility and Daytona State College. The student is required to go to the Safety and Security Department to complete the Daytona State College Incident Report.
3. If the student is sent to Employee Health or the Emergency Room, student is financially responsible. Students may prefer to choose their own facility if they are the payee.

ACCOMODATIONS

If you need academic accommodations, such as private testing, interpreters, note takers, etc. you must provide the lecture instructor a current letter from Counseling & Accessibility Services (CAS) that verifies that you need specific accommodations. Please make an appointment to meet with the instructor as soon as possible to discuss the accommodations. Faculty cannot give accommodations until you provide a letter from CAS. Please do not provide copies of any medical information to your instructor.

For information about accommodations or services that may be available for students with a disability, please contact the Counseling & Accessibility Services office in the Wetherell Building Annex, room 108, or at (386) 506-3238.

SEXUAL HARASSMENT

The PTA Program follows the Daytona State Policy on Sexual Harassment. The Sexual Harassment policy can be found in the College Student Handbook you received at the program orientation. While participating in clinical courses complaints of sexual harassment should be reported immediately to PTA Program Director. The student should also follow the clinical facilities policy for reporting sexual harassment.

COMMUNICABLE DISEASE POLICY

All students will receive thorough instruction on communicable diseases such as AIDS, Tuberculosis, meningitis, MMR, Hepatitis B, etc. throughout the program. It is the program's intention to inform all students of the possible potential for acquiring such conditions.

When or if a student is identified as being infected with any communicable disease, the following steps are to be taken to ensure the health of the Daytona State community, and of the patients with whom the student would be in contact. This policy is also designated to protect the student who is infected.

1. The student must notify the program director in writing and verbally of the disease contracted and his/her physician's name and number. The student will not be allowed to attend class or clinical at this time.
2. The program director will contact Campus Safety.
3. Campus Safety will confer with appropriate public health officials.
4. The program director will contact the student as to when the student may return to campus or the clinical facility in accordance with Campus Safety recommendation.
5. The student will supply the program director and ACCE documentation from the treating/advising physician that he/she may return to campus or the clinical facility.

Every effort will be made to work with the student to keep the student current with his/her classes or clinical rotation.

CAMPUS SAFETY

Daytona State helps you maintain your personal safety by sharing information you can use to reduce your chances of becoming the victim of a crime or accident. We believe that an informed college is a safer college. The information provided by Campus Safety is designed to inform, advise and alert you about Daytona State policies and procedures on crime awareness and reporting. Please take time to familiarize yourself with this information. It will help you contribute to the College's efforts to create and maintain a safe environment in which we can live, study, and work. Located at all Daytona State campuses, our friendly and helpful Campus Safety officers are available for information, assistance and service. Officers receive training in Conflict Resolution, Emergency Response, CPR/First Aid & Handling Medical Emergencies as well as the protection of campus personnel and property. Do not hesitate to [contact Campus Safety](#) whenever you need help or more information about one of our services.

REPORT SUSPICIOUS OR CRIMINAL ACTIVITY TO OUR

DAYTONA STATE CONFIDENTIAL HOTLINE

506-4500

All calls will be investigated.

Important Telephone Contacts

- Off-Campus Emergency, Police, Fire, Ambulance - **9-911**
- In case of power outage at the College **386-258-7374**
- On Campus Emergency (**Daytona State ext. 4444**)
- Daytona Beach Police Department - **248-1777**
- Edgewater Police Department - **424-2425**
- DeLand Police Department - **734-1711**
- Volusia County Sheriff's Department - **736-5999**
- Flagler County Sheriff's Department - **437-4116**
- Florida Highway Patrol - **1-800-226-5350**
- Victim's Advocate Office - **239-7720**

Non-emergency Telephone Numbers

- Daytona Beach Campus - **386-506-3000**
- DeLand Campus - **386-785-2000**
- Deltona Center - **386-789-7241**
- New Smyrna Beach Campus - **386-423-6300**
- Flagler Campus - **386-246-4800**
- Advanced Technology Center - **386-226-4100**

- Halifax Hospital - **386-254-4000**
- Ormond Beach Hospital - **386-676-6000**
- Florida Hospital Fish Memorial - **386-851-5000**
- Bert Fish Medical Center - **386-427-3401**
- Florida Fish Hospital, O.C. - **386-917-5000**

APTA MEMBERSHIP

Physical Therapist Assistant Students are expected to join the American Physical Therapy Association (APTA) as student affiliate members.

The benefits of membership:

- includes subscriptions to the Physical Therapy, Clinical Management and Progress Report
- permits attendance at local, state, and national meetings
- provides information about continuing education programs
- provides a reduced rate for registration for educational programs sponsored by the APTA.

VIDEOTAPING/AUDIOTAPING AND DIGITAL PHOTOGRAPHY

As students, you will be simulating a work environment and will practice on one another and may be videotaped. Digital pictures of students performing techniques may also be taken for posting on the website. **The videotapes and digital pictures are used for teaching and grading purposes only.** You will be asked to sign a permission form to allow videotaping/audiotaping and digital photography.

STUDENT RECORDS

The PTA program complies with the same legal guidelines as the college in governing the release of student educational records. A file on each current PTA student's academic and clinical skills progress will be maintained in a file cabinet in the office of the PTA Program Director. Only the PTA Program Director and Department Chair have a key to this office. It may be released only to a PTA faculty member and/or Dean upon request. A student may have access to his own file. Students, 18 years or older, must authorize, in writing, their permission to share information with parents or other individuals outside the Daytona State faculty or administration. Following graduation, student files are maintained in either the Program Director's office or in a locked file cabinet in Bldg. 320, Rm. 127. They will be kept for 5 years and subsequently destroyed. The only record maintained beyond 5 years, is an official transcript, which may be requested through the Records Office.

CONFIDENTIALITY

It is not ethical to share information with other individuals regarding patients/clients, facilities, clinical instructors, or classmates. This includes placing the patient's name or other identifying item on case reports, class presentations, etc.; failing to obtain written permission to utilize pictures or videos of a patient in presentations, or talking about patients to your classmates. Violation of this ethic by the student, may result in probation or withdrawal from the PTA Program. All students are expected to follow HIPAA guidelines for confidentiality.

EMPLOYMENT AS A PTA

The PTA Program receives many employment inquiries directed at our graduates. These are routinely forwarded to class cohorts via email.

In addition, the PTA faculty has given permission to graduates to use faculty names as references. However, we prefer not to be used as reference if it has been more than two years since graduation unless the graduate hasn't held a job in that time. Employment opportunities for the PTA are still good in the United States. The U.S. is, however, presently the only country which recognizes the PTA. Changes in Medicare guidelines and other reimbursement issues in the late 1990s made jobs for PT's and PTA's scarcer, and thus temporarily competitive. The job outlook did recover and continues to be good nationwide and in Florida.

COMPLAINTS

Complaints regarding the program or the program graduates should be addressed to the Physical Therapist Assistant Program Director. Unresolved complaints or complaints about the Program Director should be addressed to the Department Chair of Health Careers. All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints regarding Accreditation of this program should be directed to the Commission for Accreditation for Physical Therapy Education. This commission is located at 1111 North Fairfax Street, Alexandria Virginia, 22314.

CLINICAL EDUCATION POLICIES AND PROCEDURES

The clinical component of the physical therapist assistant program allows the student the opportunity to apply skills acquired in classroom and laboratory settings in the clinical setting. It is this area of the physical therapist assistant program that gauges the appropriateness of professionalism and ethical behavior of the student. While in the clinical setting the student will have guidance from a clinical instructor who will rate the student's ability to apply learned skills, employ professional methods, understand ethical behavior and learn new skills openly. The grade for the clinical rotation will be calculated by Daytona State College's ACCE (Academic Coordinator of Clinical Education, faculty member) with input from the clinical instructor. The following is an overview of the policies and procedures for your clinical rotation. More detailed information will be provided in your Clinical Education Policy and Procedure Manual you will receive in the third semester of the program.

DRESS CODE - CLINIC

The dress code for clinic varies with each site; therefore, specific guidelines for each facility will be given prior to each affiliation. Students are responsible for following the facility dress code policy. Students must purchase a white lab coat prior to the first day of clinical. A Daytona State College physical therapist assistant program nametag/photo ID must be worn at all times in the clinic in order that patients may know when students are working with them and – in addition to introducing yourself as a student – allow patients the right to refuse treatment by a student.

Other issues of professional appearance that must be followed are:

- Hair must not interfere with patient care or student performance. Long hair must be pulled back.
- Fingernails must be no longer than the end of the fingertips when viewed from the palm.
- A watch, wedding ring, and post earrings (no larger or dangling) are the only acceptable jewelry that should be visible.
- Each student must have a watch with a second hand, a pad, and pen available at all times while in the clinic.
- Perfume is not permitted (this may be offensive to patients with pulmonary complications or those undergoing chemotherapy).
- Certain clinical sites may have specific policies regarding men's facial hair, piercings and tattoos.

CLINICAL PLACEMENTS

- Students are expected to be flexible with clinical placements.
- Clinical placements will be made attempting to select the best placements for the most students with the number of appropriate and available clinics.
- To avoid a potential conflict of interest, a student may not be placed in a clinical:
 - a. Where the student has been employed in the physical therapy department or any family member is employed.
 - b. Where the student has accepted a scholarship, tuition reimbursement, or money in return for employment after graduation.
- ALL CONTACT WITH CLINICAL FACILITIES MUST BE DONE BY THE ACCE.
- No student (or family member) is permitted to contact any clinical facility for the purpose of requesting a clinical affiliation. Any student who does so will not be placed at that site.
- All costs for the clinical affiliation are the responsibility of the student. This may include: transportation, housing, meals, parking, etc. Students are expected to budget in advance for associated costs. Students attending the same facilities where monthly passes are available may consider a collaborative purchase and share the pass.

- There are no guarantees for placement in a particular facility, or type of facility. Daytona State College's Physical Therapist Assistant Program works diligently to provide a variety of clinical placements. Students must be aware of changes in the health care system, staffing at facilities, availability of supervisors, and placement of physical therapy and physical therapist assistant students from other institutions that affect availability of clinical affiliations.

SUSPENSION/DISMISSAL FROM CLINICAL ROTATION

In addition to the policies listed in the college catalog, the following provisions also apply. Students may be suspended or dismissed from the clinical facility for violation of any program, physical therapist assistant program, or clinic policy or regulation. Errors committed in the process of learning are not considered to be violations unless they compromise safety, are constantly repeated, or if they reflect inadequate preparation on the part of the student after adequate instruction has been given. Students may also be suspended or dismissed if their progress is unsatisfactory and presents a safety hazard as evidenced by the clinical evaluation forms. Students may be immediately suspended or dismissed from a clinical facility by the clinical instructor for any of the following reasons: (A) extreme safety violation; (B) upon request of departmental supervisory personnel; and/or (C) inappropriate behavior as defined by the program, school, departmental, or clinical policy. Final disposition will be based on the school disciplinary policy.

DAYTONA STATE COLLEGE

Medical Condition Disclosure and Release

(Please print)

I, _____ release DAYTONA STATE COLLEGE
from any and all liability from injury, aggravation/complications, or injury to others as
direct result of my disability, which is

(State health problem)

Student Name (print)

Student signature

Date

DAYTONA STATE COLLEGE

RELEASE OF INFORMATION FROM PHYSICIAN

TO:

I hereby request information concerning my health record be released to

_____ Assistant Chair, _____ program,
DAYTONA STATE COLLEGE.

(Please Print)

Name _____

Address _____

Social Security # _____

Signed: _____ Date: _____

ACADEMIC INTEGRITY CODE WARNING FORM

Date: _____ Semester: _____ Year: _____

Instructor's name: _____

Student's name: _____ SS# _____

Course prefix and number: _____ Section #: _____

Check all relevant descriptions of the infringement:

- _____ previous warning(s) on file
- _____ undocumented paraphrasing
- _____ undocumented quoting
- _____ paraphrasing too similar to original source
- _____ submitted another student's paper
- _____ submitted a purchased paper
- _____ used a crib sheet on an exam
- _____ copied another student's answers on an exam
- _____ had illegal access to an exam
- _____ conspiracy
- _____ other, describe briefly:

Academic action(s) taken:

- _____ conference with student. Date: _____
- _____ grade of F given on paper or exam
- _____ student allowed to rewrite paper or retake exam. Briefly explain:
- _____ F grade assigned for the course. Briefly explain
- _____ disciplinary action recommended: student will be called before the disciplinary committee. Briefly explain:

Signatures:

Student: _____

Instructor: _____

Assistant Chair: _____

**Daytona State College
College of Health Careers & Public Services
School of Health Careers
Physical Therapist Assistant Program**

INFORMATION RELEASE FORM

I give the DAYTONA STATE COLLEGE Physical Therapist Assistant Program permission to release information regarding my academic/clinical performance and attendance to prospective employers and/or academic institutions requesting references.

(DATE)

(SIGNATURE)

(SOC. SECURITY #)

(PRINTED NAME)

Professional Behaviors for the 21st Century Generic Abilities

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 reflect 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 criteria 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 is 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

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
- ❖ 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 the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

Entry Level:

- ❖ 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
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

Intermediate Level:

- ❖ Prioritizes problems

- ❖ Identifies contributors to problems
- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)
- ❖ Considers consequences of possible solutions

Entry Level:

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ❖ Weighs advantages and disadvantages of a solution to a problem
- ❖ Participates in outcome studies
- ❖ Participates in formal quality assessment in work environment
- ❖ Seeks solutions to community health-related problems
- ❖ Considers second and third order effects of solutions chosen

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
- ❖ Demonstrates interest in patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions

- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ 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
- ❖ 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
- ❖ 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
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Entry Level:

- ❖ 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
- ❖ Pursues leadership roles
- ❖ Supports research
- ❖ Participates in program development
- ❖ Participates in education of the community
- ❖ Demonstrates the ability to practice effectively in multiple settings
- ❖ Acts as a clinical instructor
- ❖ Advocates for the patient, the community and society

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 (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations

- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ 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
- ❖ 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
- ❖ Accepts that there may be more than one answer to a problem
- ❖ Recognizes the need to and is able to verify solutions to problems
- ❖ Reads articles critically and understands limits of application to professional practice

Entry Level:

- ❖ 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 PT's, but to other health professionals
- ❖ Utilizes mentors who have knowledge available to them
- ❖ Continues to seek and review relevant literature
- ❖ Works towards clinical specialty certifications
- ❖ Seeks specialty training
- ❖ Is committed to understanding the 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

STATEMENT OF UNDERSTANDING

As a student in the PTA program, I am aware that I:

1. May be photographed, audiotaped, or videotaped as part of class, lab, or clinical activities.
2. Will be expected to participate as a "patient" during class or lab activities. Precautions and contraindications for the procedure will be discussed prior to such participation. (Any student has the right to decline participating as patient with prior notification of the instructor).
3. Will be responsible for uniform, travel, meals, and other expenses related to clinical courses.
4. Will be working with patients during each clinical practicum and may be exposed to illness, blood, and other body fluids.
5. Will be required to undergo a drug screen, and a criminal background check, at my own expense in order to participate in each clinical practicum.

I acknowledge that I have read and understand the policies and procedures of the Physical Therapist Assistant Program. I agree to abide by all rules, policies and procedures contained herein. I consent to allow the Program Director and ACCE to maintain copies of my medical health records in my student file. I also agree to follow all safety procedures in all classroom and clinical settings to the best of my ability. I am aware that this handbook is intended as a guide; and policies and procedures described herein may be changed without notice.

Student Name (Printed) _____

Student Signature _____

Date _____

STATEMENT OF CONFIDENTIALITY

It is not ethical to share information with other individuals regarding patients/clients, facilities, clinical instructors, classmates, examinations, or lab skill checks/practicals. This includes placing the patient's name or other identifying items on case reports, class presentations, projects, etc., failing to obtain written permission to utilize pictures or videos of a patient in presentations, and talking about patients or lab skill checks/practicals to your classmates. Violation of this may result in probation or withdrawal from the PTA program.

I _____ understand that all information about the patient/client's condition is confidential and should not be discussed in any public area inside or outside the facility/school. I will comply with this confidentiality statement.

Student Name (Print)

Student Signature

Date

LEARNING CONTRACT

The learning environment is the second teacher in the classroom; and a positive attitude toward maintaining this environment will help you to be successful. This contract includes the student behaviors that the instructor considers important to achieve the goal demonstrating positive behaviors and attitudes in the classroom, which will contribute to lifelong learning.

- Reading assignments are clearly designated in the course syllabus. I agree to prepare myself for class by reading assignments and completing assigned projects on time.
- Missed classes are time that is lost. There is no way to recreate the discussion and there is no guarantee that there will be opportunities to revisit topics covered during class. I understand that I have a responsibility for obtaining any material missed, from a classmate. I also understand that I have a responsibility to contact my instructor for needed clarification or remediation for missed material.
- Tardiness and missed class time affects all students and interruptions of any kind disrupt the learning process. I agree to arrive on time for class and clinicals and remain until the session is over.
- I will make an effort to learn about my classmates and be sensitive to cultural values and diversity especially with regard to expression of ideas and feelings that may differ from mine.
- I will display a positive and respectful attitude toward my peers, professors and the learning environment.
- I understand that my work will be evaluated constructively and that specific suggestions will be made by the instructor to assist my learning to become a competent professional. I will welcome new ideas and approaches to learning and demonstrate flexibility and willingness to consider them.
- I will arrange meetings with the instructor in advance and at mutually convenient times. I understand that the instructor will post office hours and I will respect the need to sign up in advance.
- Disruptive behavior of any type away from the learning process. If I demonstrate such behavior, I understand that I will be dismissed from the class after one verbal warning and be subject to loss of Generic Abilities points. Subsequent disruption may result in further reprimand.

Student Name (Print)

Student Signature

Date

DAYTONA STATE COLLEGE
Physical Therapist Assistant Program
ACADEMIC CONCERN FORM

PHT _____ SEMESTER 1 2 3 4

Student _____ Student ID# _____

Faculty _____ Advisor _____

ACADEMIC CONCERN

____ Your average is _____ after test # _____. Your accumulated score on the test and the final exam must average 78% to be successful in PHT _____.

Discussion:

Action Plan:

CLINICAL CONCERN

____ You have been unable to demonstrate satisfactory performance and progress in meeting clinical performance requirements and will be placed on clinical probation if you are unable to correct your deficiencies by _____.

Deficiencies identified by the clinical instructor:

Action Plan:

Faculty Signature

Date

I have read, understand, and received a copy of this document.

Student Signature

Date

STUDENT GUIDE TO SAFETY, EFFECTIVENESS AND ETIQUETTE

GENERAL SAFETY

College faculty, staff, and students participating in clinical and laboratory experiences that require the handling of blood, blood products, or body fluids are required to observe standard precautions and safety guidelines prescribed by the U.S. Public Health Service. Further information and procedures are found on page 55 on this handbook.

To ensure safety of the student in lab and in clinical practicum, informed consent to participate will be appropriately documented upon entry to the PTA Program. All measures are taken to protect the health and welfare of students and faculty participating in laboratory and clinical practicum.

To ensure safety during student interactions, students receive comprehensive information on indications, contraindications, precautions, physiological effects, potential risks, and the appropriate application of various modalities; and, techniques prior to laboratory practice or clinical practicum. Program faculty or staff members supervise all lab sessions. PTA students have the right to reasonable accommodations to allow full participation in laboratory and clinical practicum. Students also have the right to defer participation in select laboratory activities in the event that the student presents with a documented medical condition that would predispose them to negative effects (i.e. pregnancy, post-surgical, acute illness). Students have the right to terminate treatment applications received during laboratory sessions should they experience negative effects.

In the event of a minor accident, a small first aid box is located in the LAB room 125 and 119. An incident/accident report is then completed by Daytona State College's campus security along with the student(s) involved and the incident will be reviewed by the program director or faculty member. A copy of the incident/accident report will be kept in the student's file. In the event of a serious accident, campus safety will be notified and the 911 system will be initiated.

DSC offers no health services and is not responsible for costs for hospitalizations, special health care such as consultations with specialists, nursing care, surgical operations or dental treatment. The next of kin on record may be notified in uncertain or emergency situations or serious illness. Students may be transported to a general hospital or by ambulance at their own expense when such action is necessary in the opinion of college officials.

SAFETY OF LAB EQUIPMENT

All laboratory equipment used for skill development must be used under the supervision and/or approval of faculty members. This equipment is inspected and calibrated annually. In the event a student finds a piece of equipment in need of repair or identifies damaged equipment, he/she must immediately inform the program faculty. All relevant operating instructions and calibration reports may be found in an equipment file kept in the Program Manager's office.

LABORATORY POLICIES

The PTA laboratory will be the students' "second home" for the next 17 months. A few lecture sessions and the majority of laboratory sessions will be held in the lab. In addition, open practice/lab time will be allowed at the discretion of the program faculty; the lab key can be obtained from program faculty or from the secretary. In off-hours, campus security has been provided a list of students with ID numbers who are permitted access to the labs and will open the doors. Rules regarding unsupervised "open" lab times are as follows:

1. No student is to work alone in the laboratory.
- 2. No use of electrical equipment except through simulation is allowed when a faculty member is not available.**
3. No horseplay or rough-housing is allowed in the laboratory.
4. All equipment should be cleaned and returned to its proper place, the area cleaned after use, lights turned off, and the door locked by the last person to leave.
5. Safety guidelines are to be followed at all times.

CLEANLINESS IN THE PTA LAB AND CLASSROOM

Thank you in advance for your cooperation and participation in keeping our facilities neat and attractive. At the end of each semester, we will all perform a thorough cleaning of the lab and equipment. In order to maintain a clean and orderly work environment for all students using the PTA lab, the following outline of student responsibilities is provided and should be followed by all. It is essential that all students work together to maintain an optimal learning environment. It is essential that all students work together to maintain an optimal learning environment so that time is not wasted during lab classes. While our maintenance department handles the floors and the garbage, they do not clean specific equipment in a specialized lab, such as ours; this will be your job!

General Lab/Classroom Rules:

1. All shoes must be removed when utilizing the plinths.
2. Do not use the plinths as a writing surface without a clipboard (the ink does not come off).
3. Food will be eaten at the on the classroom tables only.
4. Please use trash containers to dispose of all drinks, food and related trash.
5. Food placed in the refrigerator must be labeled with your name and date. Food that is in the refrigerator for **more than one week** should be disposed of by anyone deeming the food “harmful” for consumption.
6. Clean out the microwave and surrounding area after each use.
7. The lab must be put back in its original condition after each lab. The instructors will **not** do this for you. This means:
 - a. All stools must be placed along each plinth or out of high traffic areas.
 - b. All equipment must be placed back in its original storage area after each lab session - this includes wheelchairs, BP cuffs, ADL equipment, ultrasound gel bottles, exercise equipment, etc.
 - c. The storage areas/practice areas must be left neat
8. A sign-up sheet will be placed in Rm. 125 at the beginning of each semester for responsibility for overseeing lab cleanliness and laundry. These are the students responsible for ensuring the lab is clean and the laundry completed. This is not their job. Physical Therapy is a team profession and working as a team ensures the highest level of patient care. This is an opportunity to learn this early.

GENERAL SAFETY RULES

1. Learn and be familiar with the evacuation procedures and the location of fire extinguishers and emergency defibrillators.

2. Immediately report hazardous conditions, broken equipment, and defective tools to your instructors, or the PTA program secretary.
3. Do not overload electrical circuits.
4. College property is no place for horseplay, fighting, teasing, and /or practical jokes; therefore, refrain from initiating or participating in any of the previous mentioned behaviors.
5. Do not use chairs, carts, tables, counters, boxes, rolling stools, or other substitutes for ladders or work platforms.
6. Disconnect all electrical cords by grasping the plug and carefully disengaging; NEVER yank the cord. Report any equipment that is damaged or in immediate need of repair to program faculty or program secretary.
7. Wipe up all spills immediately, regardless of who caused the spill. If unable to completely clean up the spill or if the floor remains slick after cleaning, report the area to the secretary so that she may contact Plant Services for clean-up.
8. The use of alcoholic beverages, narcotic drugs, or derivatives thereof on college property or at a college function is strictly prohibited; therefore, do not partake!
9. Use proper body mechanics at all times. Instruction in proper body mechanics will be introduced in the first semester and you are strongly encouraged to begin implementing these practices.

FIRE SAFETY

When a fire is discovered in any building on campus, take the following steps immediately:

1. Warn others and activate fire alarms. Fire alarms in the Health Building are either end of the hall adjacent to the Exit signs on the first floor.
2. Call 911 and the Daytona State College Campus Security 386-506-4444 or have the department administrative assistant – Maggie Muszka, 386-506-3080 - contact these people and describe the problem and location.
3. If the fire is localized and small, attempt to put the fire out with one of the building fire extinguishers. Fire extinguishers are located on each floor specifically in the back of room 107.
4. Evacuate the building. Recommended evacuation routes are posted in each PTA classroom and laboratory.
5. Stay clear. Everyone should remain at least 500 feet away from the burning building and out of the fire department's way. The fire department will ascertain when it is safe to re-enter the building.

ON CAMPUS WEATHER RELATED SAFETY

In the event of a tornado or any other weather related emergency occurring, persons should seek shelter as soon as possible. Appropriate rooms to seek shelter in each building are mark with an anchor symbol and the acronym SHiP (Shelter In Place) in RED. Immediately go to one these designated rooms (program laboratory room 125 as an example), preferably on the first floor. Stay away from glassed areas. Additional information regarding Emergency Procedures is available Daytona State College Student Handbook you received at orientation on page 12.

SERIOUS INJURY OR ILLNESS PROCEDURES

Report or have the department administrative assistant – Maggie Muszka, 386-506-3080 - or other college personnel report the injury/illness to the Daytona State College Campus Security 386-506-4444 or call 911. If trained, apply emergency first aid following universal precautions in handling body fluids including wearing of gloves and disposing of supplies properly. The small first aid kit is located in the PTA Lab room 119 and 125.

OFF CAMPUS INJURY OR ILLNESS

In the event of injury or illness while on clinical assignment, students should be provided with access to health services such as access to the emergency room or dialing 911 services. The student is responsible for the cost associated with receiving the health care 24 services. The agency is not responsible for any health care costs of the student. All accidents occurring while in clinic that results in-patient, hospital personnel, or personal injury and/or damage to equipment must be reported to the clinical instructor immediately. Students may be required to fill out an incident report. Students are required to fully understand the safety methods of properly performing treatment procedures and operation of equipment before undertaking them.

PHYSICAL PLANT/BUILDING PROBLEMS

For any building or physical plant problem, notify the department administrative assistant and she will notify the correct department. This would include plumbing problems, spills, blown fuses or other electrical problems, heating/air conditioning malfunctioning, and ventilation problems.

Statement on AIDS, Hepatitis & other Communicable Diseases

The faculty and students of the PTA program recognize that it is very important that the UNIVERSAL PRECAUTIONS for the prevention of the transmission of AIDS, Hepatitis and other communicable diseases be understood and practiced at all times. It is essential that everyone be protected (the healthcare worker and the patient). Commonly identified areas requiring the use of universal precautions are:

- *Wound care, debridement
- *Handling soiled linens
- *Working with catheters, lines and/or tubes
- *Cleaning body fluids from equipment, mats, floors and hands
- *Applying first aid and/or CPR

1. **BARRIER PRECAUTIONS**-Wearing protective clothing
Purpose: To prevent the exchange of body fluids.
Action: Gloves, masks, and/or gowns should be worn when there is contact with body fluids.
2. **WASHING**-Use traditional cleaning agents
Purpose: To sanitize the contaminated area immediately.
Action: Wash hands or other skin surfaces that may be contaminated with blood or other body fluids. Wash hands immediately after removal of gloves. (Wash hands prior to and immediately after client contact). When water is not available for washing, use antiseptic. Decontaminate all areas that have been contaminated with blood by using a 1:10 dilution of household bleach and water. Dispose of all contaminated items in plastic disposable bags.
3. **PREVENTION OF INJURIES**
Purpose: To minimize the opportunity for contamination, by elimination of skin lesions.
Action: Disposal of sharp objects in puncture-resistant containers
4. **EMERGENCY RESUSCITATION**
Purpose: To minimize the mouth-to-mouth saliva contamination.
Action: Secure mouthpieces, resuscitation bags, and other ventilation devices for use in case of emergency.
5. **RE-SCHEDULING OF CLIENT CARE RESPONSIBILITIES**
Purpose: To protect against contamination when health care worker has easily accessible route of contamination (barriers not intact).
Action: Health care workers with exudative lesions or weeping dermatitis refrain from direct client care until condition resolves.
6. Prior to clinical assignment, each student will be required to complete an OSHA Workshop on Bloodborne Pathogens and AIDS update.

COMPETENCY

I understand that the Physical Therapist Assistant Program is a competency-based program, which means that my performance and behaviors at all times are important. Rubrics and grading sheets are established to guide you into understanding what is expected of you during assignments and exams: written and/or practical. Unless a student demonstrates a prescribed level of competency in the program, s/he will not be permitted to continue. Often college students are focused upon getting a grade by learning a concept or content for an exam, and then forgetting the material. This will not work in the PTA program. Strive to learn the content well since it will be the basis for other things. **FOCUS ON YOUR LEARNING; NOT YOUR GRADES.** Continuous study and practice must be done in out-of-class hours in order to become competent.

A PTA student's behaviors, AT ALL TIMES, must be:

SAFE, EFFICIENT, EFFECTIVE, and PROFESSIONAL!

- Safe means at no risk or harm to anyone.
- Efficient means the student will demonstrate the use of the pre-treatment, treatment and post-treatment times well so that planning, implementation, and productivity are evident. Student has limited time.
- Effective means the student can achieve the expected/desired results in the interventions performed, while working efficiently and safely on the correct region and structures of the body.
- Professional means the student will consistently function proficiently working toward becoming an expert (practiced) in the skills.

I understand the importance of competency and agree to assume this responsibility.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____ SS# or STUDENT ID #: _____

Clarifications:

PTA students often do not understand the level of difficulty of this program. It is mentally and physically strenuous throughout all semesters in order to be sure that all students will be prepared for clinical experiences and perform COMPETENTLY with all interventions.

Because a PTA student will be interning in a variety of physical therapy environments (including the classroom and laboratories), with changing patient populations, and with a wide variety of clinical instructors, the student must be:

- FLEXIBLE (constantly adapting as needed)
- FOCUSED (addressing the details of the task at hand though many distractions exist)
- RESPONSIVE – appropriately (monitoring patient responses, thinking, problem solving, assessing, adapting and prioritizing situations QUICKLY & CORRECTLY e.g. following directions and protocols)
 - PHYSICALLY STRONG: transfer obese patients, support a fainting patient, operate a wheelchair over rough terrain
 - Have ENDURANCE: Maintain stooping, squatting, sitting, standing, kneeling for 10 – 20 minutes while applying therapeutic procedures such as massage and exercise. Walk, twist/turn/pivot, push/pull, reach, grasp, exercise to 30 minutes
- COMMITTED (to learning for the benefit of self, patient, peers, and general public) Must be able to memorize basic facts thoroughly (anatomy, kinesiology, etc), integrate new material with currently learned material, and build a strong conceptual foundation.

To prepare the students to be competent, the classroom and laboratory experiences may be very different from what students have experienced in the past. REMEMBER: THIS IS A PROFESSIONAL PROGRAM – WHAT YOU LEARN NOW YOU WILL BE USING IN YOUR PRACTICE.

SUGGESTIONS:

- Form study groups
- Before going to a study session, prepare
- Share correct information
- Use open laboratory time to practice psychomotor skills
- Work with every person in your class (varying ages, strengths, and body sizes)
- Study EVERY night
- Focus upon learning the material for use of it (don't study for the exam, study for LEARNING)
- Ask questions, ONLY AFTER YOU have checked your resources first
- Review every test/quiz returned to you. Learn from mistakes.
- Share your positive attitude; DO NOT SHARE YOUR ANGST (negativity)
- Do not cram for an exam – even if you pass the exam, you won't remember the information when you need it
- Rehearse all activities being videotaped and/or timed.
- PRACTICE, PRACTICE, PRACTICE

Physical Therapist Assistant Program Estimated Costs 2023-2024

	In-State	Out of State
Pre-requisite/General Education Phase		
Tuition (23 credits)	\$ 2,354.74	\$ 9,168.95
Textbooks	\$ 800.00	\$ 800.00
Lab Fees	\$ 143.00	\$ 143.00
	\$ 3,297.74	\$ 10,111.95
Technical Phase		
Semester 1 (Spring)		
Tuition (13 credits)	\$ 1,330.94	\$ 5,182.45
Textbooks	\$ 224.00	\$ 224.00
Lab Fees	\$ 6.00	\$ 6.00
Level II Background/Drug Screening	\$ 90.00	\$ 90.00
CPR	\$ 60.00	\$ 60.00
Shirts/Lab Jacket	\$ 50.00	\$ 50.00
APTA Membership	\$ 92.00	\$ 92.00
	\$ 1,852.94	\$ 5,704.45
Semester 2 (Summer)		
Tuition (11 credits)	\$ 1,126.18	\$ 4,385.15
Textbooks	\$ 326.00	\$ 326.00
Lab Fees	\$ 9.00	\$ 9.00
	\$ 1,461.18	\$ 4,720.15
Semester 3 (Fall)		
Tuition (15 credits)	\$ 1,535.70	\$ 5,979.75
Textbooks	\$ 259.00	\$ 259.00
Lab Fees	\$ 62.00	\$ 62.00
Level II Background/Drug Screening	\$ 90.00	\$ 90.00
CPI/CSIF (Part PHT 2804 Lab Fee)	\$ 27.00	\$ 27.00
	\$ 1,973.70	\$ 6,417.75
Semester 4 (Spring)		
Tuition (12 credits)	\$ 1,228.56	\$ 4,783.80
Textbooks	\$ 75.00	\$ 75.00
Lab Fees	\$ 4.00	\$ 4.00
CPI/CSIF (Part of PHT 2810/2820 Fees)	\$ 54.00	\$ 54.00
Graduation Fee	\$ 20.00	\$ 20.00
PEAT	\$ 79.00	\$ 79.00
Licensure (Post graduation)	\$ 830.00	\$ 830.00
	\$ 2,290.56	\$ 5,845.80
Total Estimated Costs	\$ 10,876.88	\$ 32,800.10

Active Clinical Affiliation Sites

Ability Rehabilitation Health Services – Altamonte Springs
Ability Rehabilitation Health Services – Deltona
Ability Rehabilitation Health Services – Lake Mary
Ability Rehabilitation Health Services – Longwood
Ability Rehabilitation Health Services – Ormond Beach
Ability Rehabilitation Health Services – Oveido
Ability Rehabilitation Health Services – South Daytona
Ability Rehabilitation Health Services – Sanford
Acquaro & Wakeman Chiropractic Rehabilitation
Alliance Center for Healthcare
Arrow Rehabilitation
Avante of Ormond Beach
Balanced Rehab Physical Therapy
Barr & Associates Physical Therapy
Bay View Physical Therapy
Bert Fish Medical Center
Bishop Glenn
Bridgeview Center
Brooks Rehab – Jacksonville
Brooks Rehab – Ormond Beach
Brooks Rehab – Orange City
Brooks Rehab – Palm Coast
Brooks Rehab – St. Augustine
Brooks Town Center Rehab – Palm Coast
Carlton Shores
Central Florida Therapy Solutions – Longwood
Central Florida Therapy Solutions – Orange City
Children’s Therapy Network Centers, Inc.
Children’s First
Cloisters of Deland
Coastal Health & Rehabilitation
Coquina Center
Cora Rehabilitation – Deland
Cora Rehabilitation – Melbourne
Cora Rehabilitation – Orange City
Cora Rehabilitation – Ormond Beach
Cora Rehabilitation – Palm Coast
Cora Rehabilitation – Port Orange
Cora Rehabilitation – Rockledge
Countryside Lakes
Courtenay Springs Village
Daytona Beach Health Care & Rehabilitation Center
Deltona Healthcare
Easter Seal Society
Emery Bennett VA Rehab Care – Daytona Beach

First Step Therapeutics
Flagler Hospital – St. Augustine
Flagler Pines
Florida Hospital Rehab Center – Daytona Beach
Florida Hospital – Deland
Florida Hospital – Oceanside
Florida Hospital – Palm Coast
Florida Hospital – Port Orange
Florida Hospital Fish Memorial
Florida Lutheran
Florida Sports and Spinal Rehab – Melbourne
Florida Sports and Spinal Rehab – Titusville
Good Samaritan
Grand Oakes Nursing & Rehab Center
Grand Villa
Halifax Health Center – In-Patient
Halifax Health Center – Out Patient
Health Center of Daytona Beach
Healthcare and Rehab of Sanford
Heartland Rehab Center
Heritage at Lake Forrest
Horizon Bay
Indian River Center
Indigo Manor
Innovative Senior Care
Kindred Hospital – Melbourne
Kindred Hospital – North Florida – Green Cove Springs
Lake Mary Health & Rehabilitation
Lakewood Nursing Home
Las Palmas
Life Care Center of Melbourne
Life Care Center of Ocala
Majestic Oaks at John Knox Village
Manor on the Green
Munroe Regional Medical Center
Neurology Associates of Ormond Beach
Oakwood Gardens
Ocean View Rehabilitation
Orange City Nursing and Rehabilitation
Orlando Regional Medical Center
Ormond in the Pines
Orthopedics Associates – Daytona Beach
Orthopedics Associates – Ormond Beach
Orthopedics Associates – Palm Coast
Orthopedics Associates – Port Orange
Orthopedics Associates – St. Augustine
Palatka Health Care

Physical Therapist Specialist
Port Orange Nursing & Rehabilitation
Premiere Rehab, Inc.
Pro Motion PT
Professional Physical Therapist Assoc.
Progressive Physical Therapy
Putnam Community Medical Center
Ridgecrest Nursing Home
Sandalwood Rehab of Daytona Beach
Select Medical – Deltona
Select Medical – Ormond Beach
Select Medical – Port Orange
Shands Health Care
Southern Therapy
St. Augustine Health & Rehab
Stetson University
The Terrace
Therapeutic Specialties
TMC Quality Health Care
Trittschuh Therapy
University East
University Rehab
University West
Varsity Omega Rehab
Viero Sports Medicine
Woodland Terrace