

IVY TECH COMMUNITY COLLEGE
Sellersburg
SCHOOL OF HEALTH SCIENCES



PHYSICAL THERAPIST ASSISTANT
PROGRAM
STUDENT HANDBOOK
ACADEMIC YEAR
2024 – 2025

**IVY TECH COMMUNITY COLLEGE
SCHOOL OF HEALTH SCIENCES
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT HANDBOOK**

Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College provides open admission, degree credit programs, courses and community service offerings, and student support services for all protected classes – race, religion, color, sex, ethnicity, national origin, physical and mental disability, age, marital status, sexual orientation, gender identity, gender expression, veteran or military status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/ affirmative action institution. For more information review the Student Equal Opportunity, Harassment, and Non-discrimination Policy and Procedures at <https://ivytech.edu/policies>.

Booklet Disclaimer

This Physical Therapist Assistant Program 2024/2025 handbook is intended to supply accurate information to the reader. The embedded links take the reader directly to the Ivy Tech policy for further clarification. The College reserves the right to change the Program and course requirements; however, every effort will be made to inform students of any program changes. This handbook and its provisions are not in any way a contract.

Table of Contents

Contents

Non-Discrimination and Equal Opportunity Policy	2
Booklet Disclaimer	2
Introduction.....	8
Letter From the PTA Program Chair	8
Role of a Physical Therapist Assistant (PTA)	9
Program Faculty	11
Accrediting Organizations	12
Ivy Tech Student Handbook	12
School of Health Sciences Mission Statement.....	12
School of Health Sciences Vision Statement.....	12
Program Philosophy.....	13
Program Mission	13
Program Vision	13
Program Goals	13
Online Application Process.....	14
Admission Requirements	15
Candidacy for PTA Program/Admission Process	15
Admission Criteria	16
Admission Criteria Scoring	16
Application Deadline	17
College General Education Outcomes	18
General Education Outcomes.....	18
Terminal Program Objectives	18
Licensure/Certification Identification Requirement.....	19
Facilities	19
Teaching Facilities	19
Clinical/Externship Facilities	19
Clinical Education Overview	19
Student Support Services	21

Advising	21
Health Services.....	21
Ivy + Career Link	21
Housing	22
Transportation	22
Disability Support Services (DSS).....	22
Financial Information.....	22
Tuition and Fees	23
Financial Aid	23
Financial Obligation.....	23
Liability Statement	23
Student Accident Insurance	23
Withdrawals and Refunds	24
Withdrawal Policy	24
Refund policy	24
Progression/Readmission/Stop Outs	25
College Progression and Readmission Policy	25
Progression in the Physical Therapist Assistant Program	25
Stop Outs	26
Re-enrollment Requirements.....	27
Credit for Prior Learning.....	27
Transferring.....	27
Test-Out Procedures	27
Application for Transfer Within the School of Health Sciences	28
Graduation.....	28
Attendance	28
College Policy	28
Classroom and Lab Attendance Policy	28
Physical Therapist Assistant Program Attendance Policy	29
Physical Therapist Assistant Program Externship/Clinical Attendance Policy	31
Title IX Statement.....	31
Sexual Harassment and Assault	31

Students Experiencing Pregnancy, Childbirth, or Related Conditions	32
Student Complaint Procedures.....	32
Student Rights and Responsibilities.....	33
College Rules of Conduct	33
Guidelines for Professional Conduct in Clinical Settings.....	33
Purpose	33
Group I	34
This Category Addresses Major Compliance Issues and Appropriate Measures for Patient Care in an Educational Setting.....	34
Group II.....	36
This Category Relates to General Protocol and Guidelines:	36
Group III.....	36
This Category Is Specific To Medication Administration:.....	36
Social Networking Guidelines	37
Physical Therapist Assistant Program Professional Attire	38
Academic Honesty Statement	39
Method of Evaluation/Grading Scale for the PTA Program	39
Certification/Licensure.....	40
Student Requirements Associated with Clinical Affiliation Agreements.....	40
Criminal Background and Drug Screening.....	40
Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines:	42
Physical Examination and Health Records	42
Essential Functions	43
Physical Therapist Assistant Program Performance Essentials.....	43
Physical Examination – Example	46
CPR	51
Standard Precautions.....	51
Bloodborne and Airborne Pathogens Exposure Protocol	52
What are Bloodborne Pathogens	52
What to Do When a Bloodborne Pathogen Exposure Occurs.....	52
Where to Seek Treatment.....	52
What Happens Next?.....	53

What are Airborne Pathogens?	53
What to do When an Airborne Pathogen Exposure Occurs	53
Confidentiality	53
College/Program Costs	55
Curriculum: Physical Therapist Assistant Associate of Science	56
General Education Requirements	57
Life and Physical Sciences Requirements	58
Health Sciences Requirements	58
Student Expectations	62
Commitment/Personal Responsibilities	62
Work Statement	62
Study Time	62
Career Opportunities and Job Placement	63
Board Passage Rate	63
Employment Rate	63
Graduation Rate	64
PTA Program Policies and Procedures	64
Professionalism	64
Service Learning	65
APTA Membership	66
Equipment Safety and Student Lab Use	67
Practical and Critical Safety Elements Master List	67
Competency and Remediation	69
Skills Learned in the Clinical Setting	70
Exam Review and Exam Dispute	70
Universal Precautions	70
Transportation	71
Complaints Outside of College Due Process	71
Ivy Tech Community College – Sellersburg	72
PTA Student Informed Consent	72
Verification of Receipt of PTA Guide to Admissions	74
and Student Handbook	74

Introduction

Letter From the PTA Program Chair

Dear Prospective PTA Student,

Thank you for your interest in our PTA Program here at Ivy Tech Sellersburg!

We hope that this Guide to Admissions and Student Handbook is helpful as you work through the PTA Program prerequisite requirements and limited enrollment application process, as well as, during your time in the technical program.

Please also refer to information posted on the Ivy Tech PTA Program website:

<http://www.ivytech.edu/physical-therapist-assistant/index.html>

We are here to assist in any way possible, please feel free to contact us if you have any additional questions.

Sincerely,

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The content, policies and procedures included in this handbook have been reviewed and approved by the PTA Program Chair and Dean of Health Sciences.

_____*Emily Smith PT, DPT*_____
Emily Smith, PT, DPT
PTA Program Chair

_____*6/01/2024*_____
Date

_____*Dr. Lacie Couzin, RN*_____
Dr. Lacie Couzin
Dean School of Health Sciences

_____*6/01/2024*_____
Date

Role of a Physical Therapist Assistant (PTA)

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

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

The physical therapist is responsible for the services provided by the PTA. Physical therapists (PTs) are health care professionals who examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness oriented programs for healthier and more active lifestyles.

PTAs provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. PTAs must graduate from a CAPTE accredited PTA program and licensure or certification is required in most states in which a PTA works.

Source: <http://www.apta.org/PTACareers/RoleofaPTA/>

Physical Therapist Assistant Program Overview

The Physical Therapist Assistant (PTA) Program prepares students for assistant roles within the profession of physical therapy. It has been designed to give the student a well-rounded education, in addition to the technical skills required for a career as a physical therapist assistant. The curriculum is designed with classroom, laboratory, and clinical experiences in order for students to gain the knowledge and skills necessary to provide physical therapy services in the role of a licensed physical therapist assistant following graduation and passing the National Physical Therapist Assistant Examination.

The PTA program requires five (5) semesters to complete. The curriculum consists of sixty-nine and one half (69.5) required credit hours, including twenty-five (25) general education credits and forty-four and one half (44.5) technical core credits.

These 44.5 technical core credits include 30 credits from lecture/demonstration/ laboratory classes and 14.5 credits from clinical classes. PTAS 101, PTAS 102, PTAS 103, PTAS 106, PTAS 107, PTAS 201, PTAS 202, PTAS 217, and PTAS 224 include lecture with or without lab. PTAS 115, PTAS 205, and PTAS 215 make up the 14.5 clinical credits, comprising 680 contact hours over 17 weeks.

Students must be enrolled in or have successfully completed Anatomy and Physiology I (APHY 101), Anatomy and Physiology II (APHY 102), English Composition (ENGL 111), Physical Science (SCIN 111), and Introduction to the Physical Therapist Assistant (PTAS 101) prior to making application to the PTA Program.

Online applications are open March 15-May 15 every year. Spring application is required to begin the technical program the fall semester of the same year. Applicants will be notified of admission status following online application. Exact dates will be communicated upon application. It is the responsibility of the applicant to ensure that the College and PTA office has their most up to date contact information.

Once admitted the student will be required to attend an advising meeting in late June (date/time sent in acceptance communication) to register for classes and for distribution of information regarding required background checks, drug screen, physical exam, immunizations and CPR certification.

The admitted student will also be required to attend a full day orientation to the program in August prior to the start of classes (date/time sent in acceptance letter).

Please Note:

- The PTA Program credits and/or graduation do not guarantee entry into a Physical Therapist program
- The PTA Program is a full-time program and is currently available at the Sellersburg campus, with most prerequisites (with the exception of PTAS 101) available at other Ivy Tech campuses
- Day classes are available to students throughout the three technical curriculum semesters. The three-week clinical at the end of second technical semester, and the final or fourth technical

semester of clinicals are full-time commitments, as these clinical internships require regular eight-hour days, five days per week. Exact hours will correspond to the clinical instructor's work schedule

- Students must take and pass a national licensure examination prior to practicing as a PTA

Students are encouraged to contact the Advising Center, attend regularly scheduled PTA Program general advising/information sessions, or contact the PTA Program office directly for advising purposes to ensure they are placed in all required courses prior to application.

Program Faculty

The faculty of the Ivy Tech Physical Therapist Assistant Program believe that the role of the teacher is to be a guide and facilitator of learning and, as such, encourage students to assume responsibility for their own learning. The faculty members are dedicated to assisting each student to attain his/her maximum potential by offering the student several options for learning in a structured program. The instructor assists the students to perceive the interconnections between facts, concepts, and principles presented in theory and their clinical application. Meaningful relationships, which are discovered, assist the learner to maximize skills and knowledge in clinical problem solving in the rehabilitation setting. The faculty strive to enhance the student's participation in a cooperative relationship, development of critical thinking, which incorporates use of judgment, and communication techniques.

We believe that learning experiences that consider the student's learning needs and capabilities should be selected and directed by the faculty in cooperation with the student. The student should be assisted to pursue established clinical and theory objectives by utilizing a variety of learning methods suited to their individual learning needs. The faculty, with student participation, evaluate learning based upon prescribed standards of expected behaviors. In accordance with the mission and values of Ivy Tech Community College and the PTA Program, the faculty promote a culture of diversity, equity, inclusion, justice, and belonging.

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Accrediting Organizations

The College is accredited by the Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604
800-621-7440 or 312-263-0456
<https://www.hlcommission.org/>

The Associate of Science (AS) degree in Physical Therapist Assistant is awarded upon successful completion of the required 25 general education credits and 44.5 technical course credits.

For graduates to sit for any state certification or licensure examinations, the PTA Program must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email accreditation@apta.org; website: <http://www.capteonline.org>.

To contact the program or institution directly, contact Emily Smith PT, DPT, PTA Program Chair at 812-246-3301 ext. 4290 or esmith782@ivytech.edu.

Ivy Tech Student Handbook

The purpose of the School of Health Sciences Handbook is to apply concepts of The Ivy Tech Community College Student Handbook to students enrolled in the School of Health Sciences. The full Ivy Tech Student Handbook is available at: <https://www.ivytech.edu/studenthandbook/index.html>

School of Health Sciences Mission Statement

The School of Health Sciences faculty and staff develop and empower students through excellence in healthcare education. We prepare professionals who embrace integrity, safety, diversity, respect, and collaboration to meet Indiana's evolving community and workforce needs.

School of Health Sciences Vision Statement

To be the leading catalyst for healthier Indiana communities through outstanding education, graduating highly-skilled healthcare professionals.

Program Philosophy

The program philosophy of curriculum development includes a commitment to coordinated, sequential learning; delineation of the roles and responsibilities of the physical therapist, physical therapist assistant, and the physical therapy aide; an understanding of the changing nature of the profession and health care in general; and an opportunity for exploration of areas of student interest. Additionally, the program philosophy incorporates a commitment to academic and clinical faculty development, with the purpose of enhancing effectiveness of instruction, refining leadership, teaching effectiveness, and interpersonal skills so that the students are prepared to take their place as para-professionals in the field of physical therapy. Finally, in accordance with the mission and values of Ivy Tech Community College and the Physical Therapist Assistant Program, the program, students, and faculty promote a culture of diversity, equity, inclusion, justice, and belonging.

Program Mission

The Physical Therapist Assistant Program at Ivy Tech Community College, Sellersburg, is an affordable program to prepare students (regardless of race, gender, religion, national origin, sexual orientation, marital status, age, physical or mental disability, or veteran status), who have the necessary talent and inclination, in an Associate degree curriculum leading to a successful career as a Physical Therapist Assistant. The program seeks to develop dedicated, honest individuals who value excellence, diversity, compassion, human interaction, love of learning and stewardship, and who will serve the larger community of South Central Indiana through provision of rehab services.

Program Vision

Graduates of the Ivy Tech Physical Therapist Assistant Program will provide the highest-level quality therapy services to the community and be the employees of choice of healthcare providers.

Program Goals

The program goal, an extension of the College mission, is to provide students with a quality education, which enables them to be competent physical therapist assistants throughout their careers. The goals are as follows:

1. Graduate competent students into the community who have adopted professional behaviors representative of a physical therapist assistant.
2. Assist students in employment placement before and following graduation.
3. Maintain licensure exam results of graduates equal to or exceeding the national standards.
4. Provide academic and clinical settings, which stimulate student learning.
5. Update, review, or modify curriculum as identified by students, faculty, College administrators, community, and PT/PTA professionals.

6. Maintain state of the art equipment and laboratory facilities.
7. Exemplify and demonstrate the importance of professional membership in the APTA.
8. Ensure that equal educational opportunities are available for all students regardless of race, color, creed, national origin, sexual orientation, age, disability, or marital status.
9. Promote a culture of diversity, equity, inclusion, justice, and belonging in the PTA Program, Ivy Tech Community College, and our community.
10. Organize and maintain an advisory committee, which consists of persons who are actively engaged in, or support the practice of physical therapy.
11. Maintain equal or greater than the APTA required two-year average 85% passage rate on the National PTA Exam

Online Application Process

All Selective Admission Program applicants must use the School of Health Sciences and Nursing Online Application system. In order to be considered for admission into one of these limited enrollment programs, an application must be submitted during the application window. No paper or emailed applications will be accepted. For further information please go to this link:

[Health Sciences and Nursing Application User Guide](#)

Admission Requirements

The PTAS 101 course is offered as a prerequisite in order to introduce the student to the time demands, academic rigor, and level of commitment to learning required for successful completion of the program. **A maximum of 24 students will be accepted each year.**

Program selection is competitive in nature. Note that compliance with all criteria listed below does not guarantee acceptance; nor does a successful academic record.

1. Meet all admission requirements of the College.
2. Successful completion of 5 prerequisite courses: Anatomy and Physiology I (APHY 101), Anatomy and Physiology II (APHY 102), English Composition (ENGL 111), Physical Science (SCIN 111), and Introduction to the Physical Therapist Assistant (PTAS 101). Science courses must be no older than 5 years.
3. Overall Ivy Tech GPA of 2.5 or above is required for acceptance.
4. Possess physical health acceptable for performance in the occupation as documented by student signature of PTA PROGRAM ESSENTIAL FUNCTIONS FORM located in application packet.
5. Accepted students must present CPR certification, required health and immunization forms, and completed drug screen and criminal background check in the student's first year.
6. All application materials must be filed with the online application system by the established admissions deadline as communicated on the program website

Candidacy for PTA Program/Admission Process

Upon completion of the prerequisite 15 hours (APHY 101, APHY 102, ENGL 111, SCIN 111, and PTAS 101), or as you near completion, if you have a 2.5 GPA, you can continue to prepare for application to the PTA program.

Ample time should be allowed for completion of all necessary requirements. These include:

1. Complete the application available online following all instructions as indicated.
2. Ensure that the information on your transcript is complete and up to date.

*Only courses that have been approved for transfer by the Registrar and show up on the Ivy Tech transcript will be considered in the admissions process.

****The TEAS test is no longer required for PTA Program Application effective with the Spring 2021 application cycle**

3. When your application is complete, submit it online via the instructions provided by the required due date.

Admission Criteria

Students will be objectively evaluated on a numerical scoring basis of 150 total possible points based on points assigned for each criterion. Maximum point values are outlined below. Any tie will be broken using the cumulative GPA (to 2 decimal places)

- | | | |
|----|---|-----------|
| 1. | Grade in Introduction to the PTA (PTAS 101) | 60 points |
| 2. | Grade in Anatomy and Physiology I (APHY 101) | 30 points |
| 3. | Grade in Anatomy and Physiology II (APHY 102) | 30 points |
| 4. | Grade in English Composition (ENGL 111) | 15 points |
| 5. | Grade in Physical Science (SCIN 111) | 15 points |
| 6. | Any tie will be broken using the cumulative GPA (to 2 decimal places) | |

Admission Criteria Scoring

Scoring is standardized and is nondiscriminatory to the fullest possible extent. Admission decisions are based on numerical scores assigned to the completed application. Students will be objectively evaluated on a numerical scoring basis based on points assigned for each criterion. An explanation for the scoring values of each of the criteria follows. **Courses must be completed by the end of the spring semester of application to count in the point system for the following fall admission.**

1. Grade for PTAS 101 – Introduction to the Physical Therapist Assistant

The PTAS 101 course is very important. It not only allows the student to become more familiar with the demands of the field, but it gives the faculty the opportunity to observe the student in a hands-on lab situation. This score is worth up to 60 points. A minimum grade of 78% in both lab and lecture portions of the course is required for admission to the program.

A = 60 pts B = 40 pts C = 20 pts D = 0 pts

2. Grade for APHY 101 – Anatomy and Physiology I

This is given weight to reflect the base of knowledge for the PTA curriculum. This score is worth up to 30 points.

A = 30 pts B = 20 pts C = 10 pts D = 0 pts

3. Grade for APHY 102 – Anatomy and Physiology II

This is given weight to reflect the base of knowledge for the PTA curriculum. This score is worth up to 30 points.

A = 30 pts B = 20 pts C = 10 pts D = 0 pts

4. *Grade for ENGL 111 – English Composition

Accurate and legible documentation of clinical tests and therapy performed is an important duty of a physical therapist assistant. This score is worth up to 15 points.

A = 15 pts B = 10 pts C = 5 pts D = 0 pts

*Points for credit received by CLEP or DANTES test out = 10 points

5. *Grade for SCIN 111 – Physical Science

Physical concepts and theories pertaining to current applications and trends in physics and chemistry are important tools for the physical therapist assistant to understand in order to apply various treatment techniques and procedures. This score is worth up to 15 points.

A = 15 pts B = 10 pts C = 5 pts D = 0 pts

*Points for credit received by CLEP or DANTES test out = 10 points

Application Deadline

All application materials must be filed in entirety with the online application system by the established spring admission deadline, **May 15**, in order to be considered for fall semester PTA Program entry. Classes completed during the Spring semester will be considered for computation of scores in the application process. All general education required courses must be successfully completed by the end of the third technical semester in the program.

College General Education Outcomes

General Education Outcomes

The College has identified six general education areas of focus, in accordance with the state's definition of a general education, designed to provide students with the tools to be productive, responsible citizens and lifelong learners. The general education areas are:

1. Written communication
2. Speaking and listening
3. Quantitative reasoning
4. Scientific ways of knowing
5. Humanistic and artistic ways of knowing
6. Social and behavioral ways of knowing

Terminal Program Objectives

Upon completion of the Physical Therapist Assistant Program, the graduate will be able to:

- Demonstrate critical and creative thinking.
- Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
- Recognize and understand social, political, civic, and environmental responsibilities relative to our society.
- Communicate effectively in written, oral and symbolic forms.
- Apply ethical reasoning.
- Practice confidentiality, perform within ethical and legal boundaries, practice within the scope of education, and exercise efficient time management in patient care.
- Integrate knowledge of clinical theory by assisting the physical therapist and performing delegated procedures.
- Apply a comprehensive treatment plan developed by a physical therapist.
- Integrate and participate in timely communication, systematic healthcare delivery, and application of knowledge and skills through patient care and education.
- Practice appropriate assessment and measurement techniques to assist the supervising physical therapist in monitoring and modifying the plan of care within the knowledge and limits of practice.
- Demonstrate interaction with patients and families in a manner that provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.
- Design appropriate documentation for relevant aspects of patient treatment.
- Apply the principles of the physical therapy profession to personal and professional growth.

Licensure/Certification Identification Requirement

Many Health Science Programs have Technical Program Outcomes of certification or licensure examinations. Students may be required to have a Social Security Number and/or a State Issued Photo Identification Card to take these examinations. Students not possessing these should begin working on appropriate documentation with their campus International Student Advisor/Disability Support Office early in the program.

Facilities

Teaching Facilities

All facilities and resources of the Ivy Tech Community College are available to Physical Therapist Assistant students. Students are encouraged to use support services available on campus, as well as online. Instructional support services include among others: tutoring and learning centers, the Ivy Tech Virtual Library, campus libraries, and use of Ivy Learn to enhance course delivery.

Clinical/Externship Facilities

The clinical/externship experience is an integral part of the educational experience for all Physical Therapist Assistant students. The Program has affiliation agreements within each service area. For more information on clinical affiliates, please contact the Academic Coordinator of Clinical Education. The clinical/externship is required for program completion.

Clinical Education Overview

PTA students will complete three **full time** clinical rotations. Clinical I: PTAS 115 is a 3 week integrated clinical education experience. Clinical II: PTAS 205 and Clinical III: PTAS 215 are 7 weeks each and are terminal clinical education experiences.

The clinical education experience includes one rotation in each of the following settings: inpatient physical therapy, outpatient physical therapy, and a setting in an area of interest for the student. A variety of clinical settings are available for the PTA student's clinical education assignments. Examples of these settings include but are not limited to: hospital based, rehabilitation, extended care/skilled nursing, outpatient, sports physical therapy, pediatrics, geriatrics, pelvic health, and aquatics.

Clinical I: PTAS 115 – First Year PTA Students

This affiliation is the students' first official clinical setting experience. The students have completed: anatomy, kinesiology, disease and trauma, medical terminology, modalities, basic patient care including treatment of the orthopedic patient, and aspects of administration. The students are best served with a rotation that provides a majority of either inpatient and/or outpatient opportunities. For more information about Clinical I, please see the Clinical Education Manual.

Clinicals II and III: PTAS 205 and 215 – Second Year PTA Students

These consecutive terminal affiliations consist of supervised clinical work in preparation for entry-level practice in any therapy setting. Each affiliation is a full-time clinical experience, seven weeks in duration. The students have completed all classroom coursework and have increased knowledge in special populations, neurological, cardiovascular, pediatric, orthotics/prosthetics, and wound care. This includes increased understanding of treatments, precautions/contraindications, and outcomes for the above areas of care. Students are expected to begin each of these clinicals with direct supervision from a Clinical Instructor (CI) to allow the students to acclimate to the responsibilities of the facility. At the completion of these clinicals, the student is expected to be at Entry Level for all items on the PTA Clinical Performance Instrument, unless not subjected to a skill/item at a particular clinical site. The policy for ensuring students are Entry Level with skills/items they are not subjected to at a particular clinical site can be found in the Clinical Education Manual.

Student Support Services

<https://www.ivytech.edu/admissions/local-enrollment-centers/>

Advising

Ivy Tech Community College uses an Academic/Faculty advisor system. On admission, each degree student is assigned both an Academic and a Faculty Program advisor whose purposes are to:

- Assist the student in course selection and program planning.
- Guide the student in meeting the requirements for graduation as prescribed by the College.
- Ensure that appropriate technical and general education courses are included in the chosen course of study.
- Students may meet with their advisors during a designated registration session or as needed during each semester.

For more information, go to <https://www.ivytech.edu/advising/>.

Health Services

For students registered in credit courses, the College provides accident insurance in a designated amount for injuries sustained while participating in College-sponsored activities. The activity must take place on College premises or on any premises designated by the College. Students are also covered while traveling to and from College-sponsored activities as a member of a group under College supervision. It is the student's responsibility to report injuries or accidents occurring on campus promptly to the instructor or to the Office of Student Affairs so that proper medical treatment may be administered. If the College officials deem necessary, emergency medical services may be requested. If a student has a seizure or black out while on campus, emergency medical services will be notified. Ivy Tech Community College does not provide on-campus medical or mental health services. Medical and mental health services are available at local hospitals and clinics.

Ivy + Career Link

Ivy+ Career Link is available to help you in a number of ways:

- Individual coaching to develop their interests, strengths, and career objectives.
- Tools to explore today's careers that provide meaningful insight into the labor market.
- Resources to develop employability skills needed to become career ready in today's global workforce.
- Support in securing career experiences in and out of the classroom.
- Employers and career opportunities in fields of interest.

For more information, go to <https://www.ivytech.edu/career-development/>

Housing

Ivy Tech Community College is a commuter college and does not operate residence halls. However, the Office of Student Affairs may be able to respond to questions concerning housing in the community. Ivy Tech accepts no responsibility for locating, approving, or supervising local student housing.

Transportation

- All necessary transportation to clinical experience is the student's responsibility and is not provided by the school. Students are expected to comply with parking designations. Handicapped parking spaces and visitor areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense. The College does not guarantee transportation to, from or during any clinical experience.
- The College is not responsible for injury or loss resulting from transportation to, from, or during any clinical experience.
- Students assume all risks in connection with "ride-alongs" or transportation to, from, or during any clinical experience.
- The College does not perform, nor can it ensure a motor vehicle record check of third-party drivers of clinical affiliates.
- A student who wants to make a complaint or report driver issues should do promptly by reporting to their instructor.
 - The instructor or program leadership should ensure that action is taken (such as reporting to the clinical educator/affiliate contact and assisting the student to identify alternate transportation means), ensuring no retaliation, so that the student can continue the clinical experience.

Disability Support Services (DSS)

The mission of DSS is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment for students, faculty, staff, and visitors. Students are responsible for contacting the campus Disability Support Services representative to request accommodations; any information shared will be kept confidential unless the student authorizes release and exchange of specified information. Every effort will be made to provide reasonable accommodations in a timely manner.

Documentation of disability must be on file with the [Disability Support Services](#) office prior to services being provided. Late requests may delay accommodations. In accordance with the above procedure, federal guidelines and respect for individual privacy, no action will be taken without a specific request. Please refer to the College's [Documentation Guidelines](#) for specific information on requesting reasonable accommodations.

Financial Information

<http://www.ivytech.edu/financial-aid/contacts.html>

Tuition and Fees

Tuition and fees are set by the State Board of Trustees and are subject to change. Two recent programs have been established to assist students with tuition and textbook costs:

- **Ivy+ textbooks** means all required textbooks are one price.
- **Ivy+ tuition** means the student gets the same tuition rate if you enroll in 12 or more credits per semester. <https://www.ivytech.edu/tuition/>

Expenses for the Health Science student may include fees, educational materials, uniforms, and other materials/equipment for use in the clinical and classroom area. At the time of participation in any certification pathway, the Physical Therapist Assistant student will incur expense associated with obtaining the required physical examination, immunizations, tuberculosis testing, and Healthcare Provider CPR certification (American Heart Association or American Red Cross), criminal background check and drug screen. Students should also anticipate costs associated with applying for certification upon completion of the Physical Therapist Assistant Program.

Financial Aid

Ivy Tech Community College offers various types of financial aid to students who need assistance to continue their education. Students are encouraged to carefully survey the available financial aid options. Students must be accepted for admission to the College in an eligible program to receive financial aid. For additional information on financial programs administered through the College, please make an appointment to see a financial aid advisor.

Financial Obligation

The Business Office is responsible for the collection of any outstanding obligations to the College. A person with an outstanding account will be denied certain College services.

Liability Statement

Professional liability insurance coverage is provided to all students enrolled in clinical/externship courses within the Physical Therapist Assistant Program. The limits of liability for the Institutional Professional Liability coverage are \$1,000,000 for each medical incident and \$3,000,000 aggregate. This coverage extends to clinical/externship experience at an institution other than the College when it is a part of the College training program. Each student may obtain additional individual liability insurance.

Student Accident Insurance

For students registered in credit courses, the College provides no-fault accident insurance in a designated amount of \$3,000 for injuries sustained while participating in College-sponsored activities, on College premises or any premises designated by the College (i.e. clinical site). Injuries which are

not deemed accidents but rather arise from an underlying sickness or health condition are generally not covered.

Examples of covered accidents include, but are not limited to the following: · Cutting a finger while chopping an onion in culinary arts class · Getting a fleck of metal in the eye while welding in auto body repair class · Twisting an ankle while lifting a patient in nursing class · Exposure to bloodborne / airborne pathogen (i.e. needle stick sustained at clinical)

In the case of a pathogen exposure, source patient testing is covered under this policy. A source patient utilizing this insurance will need to complete the claim form in the same manner as the student.

This accident insurance is **excess insurance**, meaning all other valid and collectible medical insurance must be utilized prior to the consideration of this insurance. It is not intended to replace insurance coverage students may already have, rather, it is intended to fill in the gaps (pay for deductibles, co-pays or other eligible expenses) of a primary medical insurance policy up to the accident policy limit. Students should review their own coverage. In the absence of other insurance, this insurance becomes primary. Coverage is provided at no cost to the student. The offering and use of this insurance **do not** represent an acceptance of liability from the College.

Once the maximum policy benefit of \$3,000 is reached, the student is fully responsible for payment of medical bills. Filing a claim does not guarantee acceptance and payment of a claim. The master insurance policy issued to Ivy Tech is on file at the Systems Office. The description of the hazards insured, benefits and exclusions is controlled by the master policy. Students with questions may contact their campus student accident gatekeeper.

Withdrawals and Refunds

Withdrawal Policy

<http://www.ivytech.edu/registrar/3432.html>

From the end of the 100% refund period to the end of the week marking the completion of 75% of the course, a student may withdraw from a course online using My Ivy or by filing a change of enrollment form at the Registrar's Office. Withdrawal from a course (with a grade of "W") will display on the student's transcript, however, the withdrawal does not affect the student's GPA in any way.

Withdrawal is complete when the necessary forms have been submitted to the Office of the Registrar. Records of students withdrawing from courses indicate a "W" status rather than a grade when the withdrawal process is completed. A student who ceases to attend class after the last day to withdraw will receive a grade commensurate with course requirements.

Note: Withdrawing from class may affect or cancel financial assistance. Students receiving financial assistance should check with the financial aid office before withdrawing from a course or program.

Refund policy

In order to receive a 100% refund of tuition and fees, students must drop the course by dates posted at <http://www.ivytech.edu/registrar/3435.html>. The last day to drop with a refund is determined by the length of the course and the first day the class meets. No refunds will be given for drops or

withdrawals after the posted dates. If the student withdraws from all of his/her classes during the 100% refund period, the technology fee will be refunded. If the student is enrolled in any classes beyond the 100% refund period, the technology fee will not be refunded.

Progression/Readmission/Stop Outs

College Progression and Readmission Policy

Please refer to the College catalog for policies related to academic standards and readmission following dismissal from the College for violations of rules of conduct and/or failure to meet and maintain academic standards. Students enrolled in the Physical Therapist Assistant Program must be in good academic standing according to College policy. <https://www.ivytech.edu/29834.html>

Progression in the Physical Therapist Assistant Program

Students are expected to progress each semester. Students who withdraw or do not successfully complete with a minimum grade of “D” all programmatic courses will not be eligible to progress to enrollment in subsequent coursework and will be considered a stop out. Should there be any term of non-enrollment in the required sequence of courses, including failure to progress, the student will be required to demonstrate retained competency in the course objectives of any required prerequisite course(s) before continuing in the required sequence of courses.

Demonstrated retained competency is typically satisfied by obtaining a repeat passing score on final exams, comprehensive laboratory exams, and skill check-offs. Students unable to demonstrate retained competency of any required prerequisite courses will be required to satisfy the requirements of an individually developed remediation plan as a condition of enrollment in any clinical/externship course in which patient safety is contingent upon retained knowledge.

PROCEDURE

1. A student not successfully completing a required programmatic course (dropping or receiving a final grade of “W”, “FW”, “F”), must attempt to re-enroll in the course(s) not successfully completed for the next academic term when offered if there is an available opening, provided the student satisfies the standards of progress as outlined in ASOM 4.19. **Failure to attempt to re-enroll in the noncompleted course(s) in the next academic term in which it is offered, if there is an available opening may result in the student being required to start the program over in order to complete the certificate or degree.** Physical Therapist Assistant students that stop out in the 1st technical semester of the program will be required to reapply to the program during the next application cycle. Physical Therapist Assistant students that stop out in the 2nd, 3rd, or 4th technical semesters of the program will be eligible to remain in the program but are required to demonstrate retained competency per the procedure outlined below.
2. Should there be any term of non-enrollment in the required course due to failure to progress, the student will be required to demonstrate retained competency in the course objectives of any

required pre-requisite programmatic course(s) as described below before re-enrolling in the course. The following procedure applies to Physical Therapist Assistant Program students that stop out during the 2nd, 3rd, or 4th semester of the PTA Program.

- Demonstrated retained competency is typically satisfied by obtaining a repeat passing score (78%) on final exams and a 78% average on all laboratory exams. Students unable to demonstrate retained competency of any required pre-requisite courses will be required to satisfy the requirements of an individually developed remediation plan as a condition of re-enrollment in the non-completed course.
- Students unable to demonstrate retained competency in of any required prerequisite programmatic course(s) may be required to satisfy the requirements of an individually developed remediation plan as a condition of re-enrollment in the course not successfully completed or may be required to repeat prerequisite course(s). A remediation plan may be offered to Physical Therapist Assistant students that stop out in the 2nd, 3rd, or 4th semesters. Students that stop out in the 1st technical semester of the program are not eligible for a remediation plan. Students that remediate content must sign a learning contract and successfully complete the objectives/stipulations of the learning contract to be allowed to re-enroll in programmatic coursework.
- Prior to the term the student desires to re-enroll in the course, the student must contact the program chair/designee in writing requesting re-enrollment for the following term. Requests will be considered based on available cohort space.
- Sufficient time must exist between the receipt of the request and the start of the following term for the student to complete required retained competency demonstration as described above.

Stop Outs

In any term the student is not enrolled in any required programmatic courses, the student is considered a “stop-out.” Should the student later wish to re-enroll in programmatic courses, the student will be required to later request re-enrollment, within any maximum timeframe for completion guidelines as required by accrediting agencies. If no maximum timeframe is required for completion by an accrediting agency, the student must request to re-enroll in the program within one calendar year from the end of the last semester in which the student completed programmatic courses. Requests will be considered based on available cohort space at the time of the student submission. **Only one stop-out is allowed for a Physical Therapist Assistant student, and if this situation would occur again, it would require dismissal from the PTA Program.**

Re-enrollment Requirements

If accepted for re-enrollment the student is responsible for completing all necessary requirements prior to enrollment in the new cohort (examples include: initial or updated criminal background check, drug/alcohol screening, physical/immunization requirements and any other changes implemented during the student's absence from a cohort and resolution of any holds).

Credit for Prior Learning

Ivy Tech Community College acknowledges the prior learning experiences of both current and prospective students by awarding credit for appropriate prior learning. Such prior experience could include but is not limited to the following: workplace learning, military experiences and training, college-level credit from other institutions, nationally recognized testing, certifications, and community service. Credit for prior learning will be considered on a case by case basis and students may be required to repeat content. In addition, the student will be required to demonstrate competency and safety of all content within credited courses, commensurate with Ivy Tech PTA Program criteria prior to a final decision.

Transferring

The College encourages articulation between programs offered at each campus and similar programs offered at secondary or post-secondary levels. Please refer to the College catalog or see the Registrar for specific information or questions related to transfer of general education credits. The College will accept in transfer any course appearing in the Indiana Core Transfer Library (CTL). For credit-bearing courses not appearing on the CTL, recommendations for transfer and applicability of credit are made by the appropriate academic faculty within that discipline. Credits to be considered for transfer must have been earned at a post-secondary institution accredited by a regional accrediting agency, and the student must have earned a grade of "C-" or better in the course(s) involved.

A transfer student is defined as a PTA or PT student in good standing in their current program who meets the PTA Program admission criteria outlined above and is transferring from an APTA recognized CAPTE accredited program. A student wishing to transfer who is not in good standing with their current educational institution will not be considered. Transfer eligibility will be determined on a case by case basis. Due to varying course sequencing and semester content between PTA programs, this may require the student repeat content. Additionally, the student will be required to demonstrate competency and safety of all content within transferable courses, commensurate with Ivy Tech PTA Program criteria prior to a final transfer decision.

Test-Out Procedures

Policies regarding testing out of courses vary from program to program. A student who wishes to test out of a course should contact the Office of Student Services. A fee is charged for the tests. Points for CLEP or DANTES test out credit are assigned as noted in the PTA Admissions Selection Processes. No PTA courses will be eligible for test-out procedures (See Transfer Students).

Application for Transfer Within the School of Health Sciences

Once a student accepts a position in a selective admission program, he/she/they must remain at that campus who offered the position. Due to accreditation requirements, it would be rare that a student would be able to transfer from one campus to another. Please see your Program Chair/Dean for more information.

Graduation

Certification requirements for students seeking a degree include:

- Successful completion of all courses within program certification requirements at a minimum cumulative grade point average of 2.00.
- Successful completion of the required number of credits.
- Completion of at least 15-degree credits as a regular student at Ivy Tech, and not through test-out or other means of advanced placement.
- Satisfaction of all financial obligations due the College.
- Satisfaction of program accreditation standards that may have additional requirements.

<https://www.ivytech.edu/graduation/index.html>

Attendance

College Policy

Students are expected to attend class meetings, or other activities assigned as a part of a course of instruction, on a regular basis. Instructors are responsible for maintaining attendance records. A statement regarding expectations for class attendance is included in the College catalog. Instructors will also identify attendance expectations in the individual course syllabi.

Students should confer with instructors in advance if absences are anticipated. If the option for making up work exists (for anticipated or unexpected absences), the student is responsible for consulting with instructors immediately upon return in order to make necessary arrangements. Instructors will utilize Ivy Advising to notify the student and the student's advisor of an attendance concern. This notification will provide a process of follow-up with the student to intervene with a potential obstacle for successful completion of the course.

Classroom and Lab Attendance Policy

Students are expected to attend all lecture and lab sessions. Attendance is necessary to maximize student-learning opportunities. Students who are absent are responsible for missed material. Attendance will be kept for the purpose of financial aid qualification. Specific expectations will be found in each course syllabus.

Physical Therapist Assistant Program Attendance Policy

The reputation of the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. It is imperative that students be in attendance for scheduled classes in order to perform to the best of their ability in PTA coursework and to prepare themselves for the expectations of the healthcare workforce.

Attendance is taken at the beginning and end of class. In order to be successful with the material **students must be present for both lectures and labs.** Arriving late to class is disruptive to classmates. Should a student be more than 10 minutes late the student will be considered absent. Additionally, students are expected to be present for the duration of both the lecture and lab portions of the class. Students who are repeatedly tardy less than 10 minutes may be put on a behavioral action plan at the discretion of the course instructor.

On a case-by-case basis, with approval of the instructor, on weeks that class sections meet separately, students may be able to attend the meeting of the alternate class section should space permit. Additionally, should a student know that he/she is going to miss a scheduled class session; arrangements can be made on a case-by-case basis with the instructor to complete assignments **PRIOR to the class that he/she will miss.** If a student will miss a scheduled lecture or lab examination, arrangements must be made to take the exam **PRIOR** to the date of the exam. **Per technical semester, the first examination taken after the scheduled date and time will receive an automatic 5% grade deduction. Any subsequent examinations taken after the scheduled date and time in any programmatic course in that same technical semester will receive an automatic 20% grade deduction. Make up exams will be scheduled at the instructor's discretion, and it is the student's responsibility to ensure that they make up their examination at that scheduled time.**

All other attendance issues are at the discretion of the course instructor and PTA Program Chair. **In some cases students will be required to complete late or missing assignments for competency despite no points being awarded due to late submission.**

- **1st absence from class:** Student will receive a mandatory loss of 25% of professionalism points. In addition, the student is responsible for all assignments missed and for completing any in-class assignments independently.
- **2nd absence from class:** Student will receive a mandatory loss of 25% additional professionalism points. In addition, the student is responsible for all assignments missed and

for completing any in-class assignments. **Note: At 2nd absence the student will be given a Written Warning.**

- **3rd absence from class: Student will be directed to initiate a withdrawal from the course, submitting it to the Registrar's Office prior to the deadline below. Failure by the student to complete the withdrawal process prior to the deadline will result in a course grade of "F" being recorded.**

Physical Therapist Assistant Program Externship/Clinical Attendance Policy

Clinical attendance is mandatory. Students will fulfill the full time requirement by being present at the facility during the clinical instructor's scheduled working hours. Working hours may include evenings, weekends, or holidays. Students should expect to be available Monday through Friday and occasionally on weekends from 7:00 am to 8:00 pm. Students must align their schedules with the Clinical Instructor's work hours and are not allowed to request days off for personal reasons. The Clinical Instructor will provide an assigned work schedule at the beginning of the clinical education experience.

Tardiness is not acceptable. Arriving to the clinical education site more than 10 minutes late will result in a loss of professionalism points per the attendance policy and a recorded unexcused absence for that day.

For more detailed information about clinical attendance policies, see the Clinical Education Manual or contact the Academic Coordinator of Clinical Education.

Title IX Statement

Sexual Harassment and Assault

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

Students Experiencing Pregnancy, Childbirth, or Related Conditions

Ivy Tech Community College is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Under the Department of Education's (DOE) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the DOE, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began. For more information visit:

https://my.ivytech.edu/policy?id=kb_article_view&sys_kb_id=f72007b91b30f510b470fe6edd4bcba2

Student Complaint Procedures

The College strives to provide the best possible service to all students in every aspect of their academic career. However, we recognize that problems sometimes occur.

Complaints Against Members of the College Faculty or Staff:

When a student believes he/she has a legitimate general complaint against the college, faculty or staff, he/she should make an appointment with that individual to discuss the matter. This process must be initiated within fourteen (14) calendar days of the incident.

The student and the college, faculty, or staff should make every effort to resolve the issue. It is expected that most, if not all, misunderstandings can be resolved at this level.

If the issue is not resolved, the student can express his/her complaint in writing to the individual's supervisor, if the issue is not resolved to the student's satisfaction the student may submit his/her complaint, in writing, to the campus student affairs officer or designee.

The campus student affairs officer or designee will attempt to resolve the complaint or determine a course of action, if appropriate. If the student disagrees with the outcome of his or her complaint, then he/she may submit his/her complaint in writing to the Chancellor. The Chancellor will review and attempt to resolve the complaint and determine the next course of action. The resolution enacted by the Chancellor is final.

Student Rights and Responsibilities

[Code of Student Rights and Responsibilities](#)

The student appeal process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to appeal against a College employee's decision affecting that student. The College encourages students to resolve their complaints informally. The informal appeal procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal appeal procedure is also available.

In addition, the grade appeal process provides a mechanism for review when a student believes the final grade he or she received in a course is inaccurate. As with the student appeal process, this procedure encourages students to first attempt to resolve the appeal informally, beginning with the faculty member who issued the course grade.

College Rules of Conduct

The reputation of the College and the College community depends in large part upon the behavior and academic achievement of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified, and honorable manner. While enrolled at the College, students are subject to College jurisdiction. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of College representatives, is not in the best interests of the student, other students, or the College. Students who are disciplined should expect to find their sanctions enforced at all Ivy Tech campuses. All students are expected to abide by the College rules of conduct. Please refer to the [Code of Student Rights and Responsibilities](#). Expectations for student behavior in clinical settings are governed by clinical agency affiliation agreements and College policy.

Guidelines for Professional Conduct in Clinical Settings

Purpose

Safety and security is a top priority, especially in environments where direct, simulated, and/or indirect patient care is provided. It is essential that students in the School of Health Sciences recognize and comply with the many guidelines for professional conduct (which include safety-specific guidelines) that govern behaviors and decisions. Students must ensure that patients assigned to them receive appropriate attention and care in a timely fashion. These principles are reinforced in the Ivy Tech Code of Student Rights and Responsibilities, and the Health Sciences program specific Student Handbook.

The student must comply with the Code of Student Rights and Responsibilities as established by the College, in addition to providing quality, safe, non-discriminatory, legal (scope of practice) and ethical patient care, while demonstrating a high level of professional conduct. Clinical and/or related health

care agency affiliates have the right to prohibit students from participating in clinical experiences based on unsafe patient care and unprofessional behavior, whether intentional or unintentional. Non-compliance with College policies, professional Health Sciences standards, clinical agency/affiliate policies and procedures, professional guidelines and expectations during college-related Health Sciences activities/events and simulation activities, and the Guidelines for Professional Conduct listed below will be reported to the appropriate individuals and subsequent disciplinary action may be taken. Issues of non-compliance may impact the students' ability to progress in a Health Sciences program, lead to failure of a course, and/or result in dismissal from programs in the School of Health Sciences.

The Guidelines for Professional Conduct are divided into three main groups, which are outlined below. Please discuss any questions you may have regarding these and any other policies or guidelines with your Health Sciences faculty.

Disclosure of confidential patient information, clinical facilities (including clinical locations), staff and provider information, and any related information and experiences is **STRICTLY PROHIBITED**. Information disclosed through email, any form of social media, verbally, or via texting may be considered a HIPAA violation and carry penalties up to \$1.5 million

Group I

This Category Addresses Major Compliance Issues and Appropriate Measures for Patient Care in an Educational Setting.

The following points are critical to the successful training and employment of health care professionals and should be followed from the onset of training and referenced as models for behavior to be continued throughout one's career:

1. The student will adhere to state and federal confidentiality laws, including but not limited to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and clinical affiliate confidentiality policies and procedures. The student will maintain confidentiality about all aspects of the clinical experience: this includes confidentiality for all patients, fellow students, clinical affiliate employees, physicians, and operations of the clinical affiliating agency. If a situation arises requiring disclosure of information by law, the student must seek out guidance from the clinical faculty member.
 - a) The student will only discuss confidential information in secure and appropriate locations and with those individuals who have a need/right to know.
 - b) The student will not remove or photocopy any part of the patient or clinical records.
 - c) The student will not use any patient identifiers, as defined by HIPAA, in written assignments.

- d) The student will destroy any notes that were taken to provide care for the patient according to the clinical affiliate policy and will not carry those notes outside of the clinical.
 - e) The student is expected to follow guidelines in the School of Health Sciences Student program specific Handbook with regard to social media, cell phones, email or other electronic media.
 - f) The student will not discuss any patient, clinical experience with patients, or clinical site on social media. Postings on social media sites are not considered private nor are they ever truly deleted, regardless of privacy settings.
 - g) Students are prohibited from taking photos or videos of patients or their health record on personal electronic devices, even if the patient or hospital staff gives you permission to do so.
 - h) The student will not access HIPAA protected information for patients/families not directly related to assigned patient care unless authorized by the clinical faculty, preceptor, or clinical agency staff.
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- 2. The student will ensure that any communication of patient information is performed in a timely, accurate and truthful manner. Falsification of any component of the written, electronic, or oral patient record is prohibited.
 - 3. The student will exhibit behaviors that respect the dignity and rights of the patient regardless of socioeconomic status, sexual orientation, race, religion, age, disability, marital status, gender, cultural practices or beliefs, or nature of the health problem.
 - 4. The student must provide for patient safety at all times, including, but not limited to adherence to Standard Precaution Guidelines, safety rules and regulations, use of safety equipment and following written protocol for all diagnostic procedures and policies in the clinical setting.
 - 5. The student will not abandon or neglect patients requiring health care.
 - 6. The student will not leave the assigned clinical unit during assigned clinical hours without permission and without providing for safe patient hand-off.
 - 7. The student will not perform any technique or procedure, including administration of medication, for which they are not approved and/or are unprepared by their formal Ivy Tech Community College School of Health Sciences education and experience. In some instances, **AND with faculty and/or preceptor approval**, students may be allowed to perform techniques or procedures with other licensed personnel. All clinical practice policies are subject to campus and/or statewide affiliation agreements.
 - 8. The student will refrain from knowingly withholding action or information that creates unnecessary risk to the patient, self, or others including facility staff, peers, or faculty.

Group II

This Category Relates to General Protocol and Guidelines:

1. The student is expected to follow program guidelines regarding the attendance policy and notification of intended absence.
2. The student **must comply** with **ALL** rules, regulations, and policies of the occupational area and/or clinical agency/affiliate.
3. The student must refrain from smoking or using other tobacco products (including vapor or e-cigarettes) while in uniform, at clinical sites, or during school related events.
4. The student will not accept gratuities from patients; this includes both monetary and non-monetary gifts.

Group III

This Category Is Specific To Medication Administration:

Note: Administration of medication without faculty and/or preceptor approval is addressed in Group I and will be subject to the ACTIONS described for that Group.

1. A potential medication error that is prevented by the clinical faculty and/or preceptor, designated clinical facility staff or the electronic medication administration system, will still be considered a medication error on the part of the student.
2. The student will ensure that medications are administered on time and in accordance with patient's plan of care.
3. The student will follow correct medication procedures as summarized in the "Six Rights of Medication Administration" listed below:

SIX RIGHTS

Right Patient
Right Medication
Right Dose
Right Time/Date
Right Route
Right Documentation

4. The student will be prepared to verbalize knowledge of medication uses, side effects, adverse reactions, interactions with other patient medications, and the relationship to the patient and one or more diagnosis.
5. The student will calculate proper medication dosage or safe dosage in the clinical learning environments.
6. The student will report any medication error to their Ivy Tech clinical faculty member and/or preceptor, and clinical facility staff immediately in order that appropriate action may be taken to care for the involved patient and so that appropriate clinical agency policies are followed.

Any behavior not meeting the expectations listed above will result in a meeting with respective Health Sciences faculty member and a written/electronic status report (example: Maxient Report). Subsequent disciplinary action may be taken.

Social Networking Guidelines

Social media are powerful communication tools that can have a significant impact on the reputations of those who use them. This includes not only individuals but the organizations they represent. You must be mindful that anything you post on a social media site may be seen by anyone. Therefore, inappropriate postings about other students, faculty, college policies, action or decisions ***could be the basis for disciplinary action including termination from the program.*** Furthermore, the discussion of patient information through any of these venues is a **violation of patient confidentiality and HIPAA.** You have rights afforded by state and federal law but be aware that *not everything* you say or post online is protected. False, defamatory, harassing or intimidating postings are *not protected free speech*.

The College recognizes many students chose to participate on social networking sites. Students are reminded to use caution when posting on sites. Future employers and supervisors may have access to these internet pages, comments and photographs which may be perceived as derogatory thus impacting employment opportunities. Students are reminded **NOT** to post photographs from clinical and laboratory settings as this is considered a breach of confidentiality. Comments that may be construed as negative/derogatory concerning the College and/or clinical site experiences, operations or patients may negatively impact student status and any reference to these is strictly prohibited.

Physical Therapist Assistant Program Professional Attire

Professional attire is required for all lab exams, group presentations, and off-site observations. Please read the information carefully. If you have any questions regarding appropriate professional attire, please contact your instructor.

- Hair – Clean, well kept, and worn away from face and properly secured at all times
- Nails – Must be kept appropriately short and **without polish**. Nails should not be visible when holding your hand in front of your face with palm facing toward you.
- Shirt – Appropriately fitting, tasteful sweater, blouse, or collared shirt. Must be clean and pressed. Properly supportive undergarments should be worn, but not visible.
- Pants – Clean, well pressed, full-length slacks. Fit should be such that undergarments will not be visible during bending and lifting activities. A skirt is permissible if it is functional for patient treatment.
- Shoes – Closed toe shoes are required. Athletic shoes are permissible only if they are unscuffed and clean.
- Tattoos – Must be fully concealed under clothing or an appropriate cover while maintaining hygienic conditions.
- Piercings – No piercings other than a single stud earring in the ear lobes are permitted. Ear gauges must be closed with plugs matching your skin tone.
- Name Tag – You must visibly display your Ivy Tech name badge.
- Gum – Chewing gum is NOT permitted during lab activities or lab exams

Failure to present in professional attire to a lab practical examination will result in the student being asked to retest all skills at a later time and results in a 20% deduction on the ENTIRE examination score.

Lab Attire

Lab attire is required for all course meetings where lab skills will be performed (except lab exams). Please read this information carefully. If you have questions about appropriate lab attire, please contact your instructor.

- Hair – Worn away from face and properly secured at all times
- Nails – Must be kept appropriately short for duration of this course. Nails should not be visible when holding your hand in front of your face with palm facing toward you.
- Shirt – Appropriately fitting, tasteful t-shirts or tank tops with appropriate and supportive undergarments should be worn for all lab classes

- Shorts/Pants – Comfortable gym pants or gym shorts that allow for ease of movement are required. Fit should be such that undergarments will not be visible during bending and lifting activities. Loose fitting shorts should be worn by all students during lower extremity and gait study. It is acceptable to wear biker shorts (or similar) under the outer short layer for modesty purposes. **No jeans, slacks, scrubs, or pajamas are allowed.**
- Shoes – Closed toe shoes must be worn for all lab activities (ex. sneakers or running shoes). Flip flops and boots are not allowed. Clean socks are required.
- Gum – Chewing gum is NOT permitted during lab activities or lab exams

Failure to follow lab attire rules will result in an automatic loss of five (5) professionalism points. After two (2) incidents, a total loss of professionalism points will occur. If in doubt, it is your responsibility to check with an instructor BEFORE a lab class or practical exam begins.

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Method of Evaluation/Grading Scale for the PTA Program

Students will be evaluated through lecture and laboratory, examinations, assignments, projects, clinical performance, and professionalism. The grading scale for all courses in the PTA program is:

Percentage Range	Letter Grade	Interpretation	Quality Points
93-100	A	Superior	4
87-92	B	Above Average	3
81-86	C	Average	2
78-80	D	Below Average	1
0-77	F	Failure	0
	**I (see below)	Incomplete	Not Applicable

Any problems or areas of weakness noted by faculty may require counseling and/or remedial work. Per PTA Program Policy regarding safety and competency, any student not demonstrating competency in a laboratory skill will not be permitted to continue with subsequent coursework until competency is demonstrated. If a student is unable to demonstrate competency following remediation the student will be withdrawn from the class. Students must achieve 78% in both lecture and laboratory portions of classes to successfully pass the course. Letter grades will be reported to Ivy Tech Community College per policy. A grade of “D” or better must be attained in each course to continue in the PTA program per policy.

*Grades are rounded at the hundredth place. For example: a student with a 77.456 would receive the score 77.46; a student with a 77.995 would receive the score 78

**A Grade of incomplete “I” may be submitted upon request of the student according to college policy.

Certification/Licensure

After graduating from an accredited education program, the Physical Therapist Assistant candidate must pass a state administered national examination. This examination can be taken through application to any of the states requiring licensure, including the state of Indiana.

Student Requirements Associated with Clinical Affiliation Agreements

Student clinical/externship experiences are arranged by program faculty and affiliation agreements obtained with clinical affiliating agencies. These agreements outline the responsibilities and privileges of both parties. In an off-campus setting, it is the policy of the College that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization records, tuberculosis screening, and certification in basic life support.

Criminal Background and Drug Screening

Students are responsible for reviewing the [Criminal Background Checks and Drug Screening policy \(ASOM 4.14\)](#). Requiring criminal background checks and drug screenings ensures students meet the same standards as health care facility employees. This will also provide consistency for Ivy Tech School of Health Sciences and School of Nursing programs. Health care facilities are obligated to document that any individual authorized to provide such care does not have a criminal history of mistreatment, neglect, violence, defrauding the public, or otherwise taking advantage of another person and has no record of illegal use of pharmaceuticals or use of any illegal substances.

Completion of criminal background and drug screening are required for admission and/or clinical placement in most School of Health Sciences and all Nursing programs. The criminal background and drug screening may be done before enrollment in the professional/technical core courses, prior to the first day of clinical or externship or as required by the clinical facility and as specified by the Health Sciences or Nursing program. Additional criminal background and/or drug screenings will be required in Health and Nursing programs for students enrolled in clinical courses for more than 12 months. Convictions are reported to the clinical sites. Criminal charges (a criminal complaint filed in court by a prosecutor) may be reported based on facility request. Any convictions or criminal charges filed against the student prior to or during his/her enrollment in the Health or Nursing program may result in a failure to be approved for required clinical placement assignments and may result in inability to progress through or graduate from the program. *See Appendix: Exceptions for Certified Nursing Assistant and Qualified Medication Aide (CNA/QMA) students.*

Students who are not continuously enrolled in a program until completion may be required to complete additional screenings upon re-entry to a program or admission to a different program in the School of Health Sciences or School of Nursing. Clinical sites or the College may request additional background or drug screenings at their discretion.

Students who are denied clinical placement or who are withdrawn from enrollment in a clinical course due to clinical site refusal to accept students with non-negative findings on criminal background or drug screenings may reapply to the same or different School of Health Sciences or School of Nursing program the next available semester but will need to comply with additional criminal background or drug screenings as required. College program admission and progression policies will apply. If a student is denied placement for clinical at one site, up to two more attempts will be made to place the student at other clinical sites if other sites are available.

All students accepted into the PTA program will be required to complete a Criminal Background Check and Drug Screen, provided by an outside vendor, at the student's expense. Completion of the screen is a condition of acceptance into the program. Screens must also be completed every year thereafter as a condition of continuing in the program. Failure to do so, by the assigned deadline each year will result in forfeiture of the student's spot in the program.

A clinical facility may request a copy of the background check records. The facility may also require a student to complete an additional background check, which will be at the student's expense. The Criminal Background Check and Drug Screen will be conducted once per calendar year, at a minimum. The college, PTA program, and clinical agencies reserve the right to request more frequent testing, in accordance with college policy.

Before you seek employment as a physical therapist assistant in Indiana, you must take and pass the certification exam administered under the direction of the Indiana Health Professions Bureau. The

possibility exists that a person who has been convicted of a crime may not be certified as a health practitioner in the State of Indiana. The Indiana Health Professions Bureau may choose to deny a person convicted of a crime the opportunity to sit for the certification examination even if they have satisfactorily completed the Ivy Tech Community College Associate of Science degree.

Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines:

Students are responsible for reviewing the [Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines \(ASOM 4.14.1\)](#). The purposes of the Schools of Nursing and Health Sciences Drug Screen Policy are to comply with regulations of area health care agencies, to provide optimal care to patients, and to maintain the policies set forth by the ASOM 4.14, and Ivy Tech's Code of Students Rights and Responsibilities.

Physical Examination and Health Records

A physical examination is required not more than one year prior to beginning your externship in order to identify health status and accommodation needs (see Program Specific Information). The student's healthcare provider must complete a physical assessment to determine if the student is capable of undertaking the Essential Functions of Physical Therapist Assistant Students (included on the following pages). Records of current immunization status and tuberculosis screening are required by affiliating clinical institutions and the Indiana State Department of Health. Students will be required to keep immunizations and tuberculosis screening current and to provide the School of Health Sciences with updated health records as necessary throughout their enrollment in the program. For information related to declination process, see ASOM 4.15

https://my.ivytech.edu/policy?id=kb_article_view&sys_kb_id=05afdce51b10a554e5dfa603604bcb87

Each student is required to have the following in his or her student file at Ivy Tech Community College prior to clinical rotations. Failure to do so will result in failure to attend/complete clinical experiences:

1. A physical exam form completed at the student's expense by a physician of the student's choice, updated yearly.
2. Required laboratory testing
 - 2 Step TB Skin, QuantiFERON Gold, T-Spot test or chest x-ray (annually)
3. Immunization history or titer for:
 - Tetanus-diphtheria
 - Measles, mumps, rubella (MMR)
 - Polio
 - Hepatitis B vaccine series (completed, started or signed waiver)
 - Chicken pox
 - COVID-19

- Updated influenza vaccine is required by most clinical sites

Essential Functions

Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as the essential functions. **Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative at the beginning of each semester.** Essential Functions are listed on the Health Form (see Program Specific Information).

Physical Therapist Assistant Program Performance Essentials

Becoming a physical therapist assistant requires the completion of a technical education program that is both intellectually and physically challenging. The purpose of this is to articulate the demands of this program in a way that will allow prospective students to compare their own capabilities against these demands.

Prospective students will be asked about their ability to complete these tasks, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the college can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in the classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

Prospective students who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities prior to an admission decision. Prospective students who cannot complete these tasks with or without accommodation are ineligible for consideration for admission. If admitted, a student with a disability who wishes reasonable accommodation must request it through the Program Chair of the Physical Therapist Assistant Program. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodations, that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Prospective students who have questions about this document or who would like to discuss specific accommodations should make an initial inquiry with the Program Chair of the Physical Therapist Assistant Program.

Essential Tasks:

- Students must meet class standards for course completion throughout the curriculum
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-physical therapist assistant relationships.
- Students must complete readings, assignments, and other activities outside of class hours.
- Students must gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary such as a classmate or an aide.
- Students may perform treatment activities in class or in the clinical setting by direct performance or by the appropriate instruction and supervision of physical therapy aides (in accordance with the law).
- Students must apply critical thinking processes to their work in the classroom and the clinic, must exercise sound judgment in class and in the clinic, and must follow safety procedures established for each class and clinic.
- Students must have interpersonal skills as needed for productive classroom discussion, professional and respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Students must maintain personal appearance and hygiene conducive to classroom and clinical settings.
- Students must pass a cardiopulmonary resuscitation course at the health professional level (American Heart Association, Healthcare Provider).
- Students must demonstrate appropriate health status prior to clinicals, with annual updates on some items; no active tuberculosis, rubella (German measles) and rubeola (measles) immunity, tetanus-diphtheria booster within 10 years of anticipated graduation and hepatitis B vaccine series or written declination.
- Students must complete OSHA-related Bloodborne Pathogen Exposure Training.
- Students must follow standards and policies specified in the Student Handbook (Guide to Admissions and Academic Policies), the Letter of Understanding (contract between college and clinical sites), and the Clinical Education Manual. The most recent copies of these documents are available for review.

Typical Skills Needed to Complete the Essential Tasks:

- Students typically attend class 12 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, and laboratory activities. When on clinical rotation students are typically present at the clinic an average of 36-40 hours per week on a schedule that corresponds to the working hours of their clinical instructor.

- Students typically sit for 2 to 10 hours daily, stand for 1 to 2 hours daily, and walk or travel for 2 hours daily.
- Students will be required to travel to clinical sites within a 1-2 hour radius of the Sellersburg Campus.
- Students frequently lift less than 10 pounds and occasionally lift weights up to 50-100 pounds.
- Student frequently exert 25 pounds of push/pull forces to objects up to 50 feet and occasionally exert 50-100 pounds of push/pull forces for this distance.
- Students frequently twist, bend and stoop.
- Students occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.
- Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and patients.
- Students frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- Students occasionally climb stairs or negotiate uneven terrain.
- Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- Students frequently coordinate verbal and manual activities with gross motor activities.
- Students use auditory, tactile, and visual senses to receive classroom instruction and to assess and treat patients.

Physical Examination – Example

Frequency: O = Occasionally (1-33%) F = Frequently (34-66%) C = Constantly (67-100%)

Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
GROSS MOTOR SKILLS	Coordination: ability to coordinate small and large muscle groups to provide safe and effective care including transfers, gait training, and positioning with appropriate levels of assistance to patient Balance: exceeding ordinary body equilibrium: Required balance at a level to stabilize self and patient during level and grade surfaces with accommodation to patient loss of balance in various positions, e.g. standing, sitting Crouching: (bending down in a squatting position) – maintained greater than five (5) minutes at any one time and repetition greater than two (2) times per minute: ability to access patient, equipment and for completion of patient care techniques Bending at waist: Maintain bending for greater than five (5) minutes at any one time, repetition of bending motion greater than two (2) times per minute; ability to access patient, equipment and for completion of patient care techniques	C		
FINE MOTOR SKILLS	Dexterity: ability to seize, hold, and turn an object in one's hand; ability to perform pinch type activity of one's fingers; Reaching: ability to extend arms out of base of support to obtain objects and to assist patient in treatment activities; Repetitive motion behaviors: to assign patient care techniques used frequently during an individual patient care treatment session and cumulatively for a specific patient population/facility	C		

PHYSICAL ENDURANCE	Sitting: 2 to 8 hours per day: required for periods of documentation, scheduling, and patient care techniques; Standing: 2-8 hours per day: required for periods of documentation and patient care techniques; Kneeling (resting body on knees): greater than five (5) minutes at any one time and repetitive kneeling greater than two (2) minutes at any one time	C		
PHYSICAL STRENGTH	Heavy: Exerting 50 to 100 lb of forces occasionally and/or up to 30 lb of force frequently (50 to 74% of time); Medium: Exert 20 to 50 lb of force occasionally and/or up to 15 lb of force frequently. Lifting: Must independently be able to lift 50 lbs; ability to lift frequent loads such as resistance training weights for exercise, lifting of patient during transfer	C		

Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
	and training activities, floor (fall) recovery, maneuvering of necessary equipment for patient care			
MOBILITY	Walking: on level and graded surfaces of any distances (greater than 1 mile per day); ability necessary for gait training patients, daily routine of movement within facilities, facility and patient type specific assistance with mobility tasks Climbing stairs: Carrying a load >10 lb, climbing frequency >25 times per day - required for stair and curb gait training with assistance of patient supporting at times greater than 10 pounds of	C		

	patient load, frequency dependent upon patient population and facility setting Crawling: for access to patient, equipment and completion of patient care techniques			
AUDITORY	Hear normal, faint, and adapted speaking levels for person-to person and augmentative communication devices. Hear faint body sounds (e.g., blood pressure, respiratory, and heart beat sounds) Hear in situations when not able to see lips (e.g., when masks are used) Hear auditory signals from modalities and emergency equipment and safety signals.	C		
VISUAL	See objectives directly or through peripheral vision for observation of patient body mechanics, gait assessment, exercise quality, review of written and computer generated documentation, and observation of patient condition/tolerance including procedures of vital signs (near and far acuity and recognizing color discrimination).	C		
TACTILE	Feel vibrations (e.g., palpate pulses) Detect temperature (e.g., skin solutions) Feel differences in surface characteristics, sizes and shapes (e.g., skin turgor, rashes, palpate vein, identify body landmarks) Detect environment temperature (e.g., check for drafts)	C		
OLFACTORY	Detect odors from client and environment (e.g., foul smelling drainage, alcohol breath) Detect smoke, gases or noxious smells etc.	C		

COGNITIVE PROCESSES	Collect necessary data for patient care Plan necessary sequences of operation or actions Define problems, collect information, and identify need for supervisor intervention Basic counting, addition, subtraction and higher level use of algebra, geometry and statistics Teaching of others, formally or informally			
Function	Program-Specific Examples (Not all inclusive)	Frequency	Specify Accommodations	Health Care Provider Initials
COMMUNICATION	Regular communication with patients, caregivers, family members, peers, and other medical professionals in simple, complex and technical language. Proficient to speak and understand English to engage in verbal, two-way communication with others of a variety of social, emotional, cultural and intellectual backgrounds. Discern and interpret nonverbal communication Comprehension of written language of basic, technical, professional material	C		

EMOTIONAL STABILITY	Work with frustrating situations Manage and function emotionally manage emotional and cognitive response to various health and cultural situations Counsel, recommend, guide, or caution others in the role of PTA Work under time pressures: rush or urgent deadlines Establish therapeutic boundaries Handle strong emotions (e.g., grief)	C		
ENVIRONMENTAL PROCESSES	Exposure to vibration: ability to tolerate participation in modalities: ultrasound, electrical stimulation, and whirlpool equipment Exposure to moving parts, electrical current, chemical: ability to safely participate in isokinetic testing and training, modality, equipment Exposure to risks to respiratory system, skin, or allergies: ability to participate in treatment and patient care during modalities, massage, certain patient populations (diagnoses) and wound care products Personal protective equipment (PPE): Ability to follow standard precautions with proper use of rubber gloves, gown, goggles, masks, etc	C		
PERSONAL RESPONSIBILITIES	Traveling: ability to access appropriate facilities and/or patients for provision of therapy services Reaction to Emergencies: ability to respond to medical emergency situations including auditory notification of emergency signals, cardiopulmonary resuscitation procedures) Supervision: ability to perform duties under the required level of supervision for the status of a physical therapist assistant (student, graduate with temporary license, and licensed/certified PTA) and	C		

	ability to provide aide and supportive staff supervision under the requirements of a licensed/certified PTA Maintain adequate health without presence of infectious disease			
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Students with disabilities requiring accommodations must meet with the College Disabilities Support staff.

Please note, physical examination is not required to apply to the program. This form is provided as an example since a physical examination is required prior to the clinical education experience in the program. A complete list of essential functions required for the program is found in the student's handbook. Academic capabilities may be documented through other means; however, the student's physical and mental ability to perform the following essential functions requires validation through a comprehensive assessment by the health care provider.

CPR

Students are required to obtain American Heart Association Health Care Provider or American Red Cross Health Care Provider CPR certification (BLS) at their own expense. The certification must be through American Heart Association or American Red Cross, and current throughout the duration of their time in the program. There are no exceptions to this requirement.

Standard Precautions

According to the Universal Precautions Rule 410 IAC 1-4-7.1: *"Covered individuals, including health care workers, whose professional, employment, training, or volunteer activities or duties are performed at or on behalf of a facility, must complete the training programs which the facility is required to have employees attend under the Indiana occupational safety and health administration's blood borne pathogens standards (as found in 29 CFR 1910.1030). Approved programs under this rule shall be as follows: (A) A blood borne pathogen training session provided by a facility or employer under the Indiana occupational safety and health administration's blood borne pathogens*

standards (as found in 29 CFR 1910.1030)." This training must include instruction in the "[Universal Precautions](#)" procedures adopted by the Indiana State Department of Health. Because students in the Physical Therapist Assistant Program may have direct contact with blood or other body fluids, the Program is required to provide annual training in Universal Precautions to comply with agency affiliation agreements.

Caring for patients with communicable diseases and opportunistic parasites increases the possibility of student susceptibility for acquiring these infections/infestations. All students who are enrolled in clinical or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

Bloodborne and Airborne Pathogens Exposure Protocol

What are Bloodborne Pathogens

Bloodborne pathogens are infection microorganisms in human blood that can cause disease. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Exposures may occur through needle sticks or cuts from other sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, or skin with a patient's blood.

What to Do When a Bloodborne Pathogen Exposure Occurs

If you experience a contaminated needle stick or sharps cut, or are exposed to the blood or other body fluid of a patient during the course of your work, immediately follow these steps:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigates
- Report the incident to your Ivy Tech instructor and clinical supervisor
- Source testing of blood to determine infections disease status is preferred whenever possible where consent has been obtained. When exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at an Ivy Tech facility, the instructor should advise the source following an incident and ask if the source will consent to testing a medical provider of his or her choosing.

For clean needle/sharp sticks, wash the affected area with soap and water. You do not need to seek medical care unless there is a visible injury which requires attention. Report the incident to your Ivy Tech instructor and clinical supervisor.

Where to Seek Treatment

- You may seek treatment at the clinical site (if equipped and willing), or an urgent care facility, emergency room, or physician office for assessment, diagnoses, and treatment. It remains your responsibility to obtain the initial appointment and any follow-ups ordered with a healthcare provider of your choice. If an incident occurs in an Ivy Tech classroom, lab or facility, an instructor cannot provide evaluation, diagnostic test or treatment beyond first aid and emergency assistance.

- Time of day and facility capability may impact where you seek treatment. The key is to know your options before an accident, and then, obtain an evaluation and treatment as soon as possible from a healthcare provider of your choosing.
- Report the incident to your Ivy Tech instructor and submit a Student Accident Report promptly.

What Happens Next?

A health care provider will provide an evaluation, diagnostic testing (if necessary), and treatment (if necessary). Diagnostic testing may include testing the source of the exposure, with his or her consent, and baseline testing of the exposed person. Testing for HIV, HBV, and HCV is typically included, along with other blood tests or diagnostic examination the health care provider recommends. If post-exposure prophylaxis (PEP) is indicated, efficacy is time sensitive. The first dose should be given as soon as possible. Optimal time to start PEP is within hours of the exposure, rather than days.

Will I need follow-up testing? This direction will come from the healthcare provider. Follow-up will depend upon the testing outcome of the source person. It is important for your health that you understand and comply with the provider's follow-up testing and recommendations.

What are Airborne Pathogens?

Airborne Pathogens are infectious microorganisms which can be transmitted through air and could cause disease. The discharged microbes may remain suspended in the air on dust particles, respiratory and water droplets.

Tuberculosis, or TB is an airborne pathogen of concern. TB is spread through the air from one person to another. The bacteria are put into the air when a person with TB disease of the lungs or through coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

What to do When an Airborne Pathogen Exposure Occurs

If you think you have been exposed to an airborne pathogen without appropriate Personal Protective Equipment (PPE), you should immediately contact your Ivy Tech instructor and clinical supervisor and seek testing at an urgent care clinic, emergency room, or physician office. Be prepared to tell the doctor or nurse when you were exposed to the airborne pathogen, what type of exposure you think occurred (contaminated air with or without respiratory tract droplets, mucus, or blood), and if the source patient of the contamination is being tested for airborne pathogens.

Confidentiality

As part of their affiliation with clinical agencies, students are required to comply with Federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations, state regulations, and facility policies with regard to privacy of patient information.

All information, which is learned about a patient, is considered to be confidential information. Confidential information may NOT be discussed in any public place – such as the student lounge, the halls of the hospital or school, hospital cafeteria or any similar public place. This includes all social media formats.

Written information, such as care plans, healthcare provider's notes, growth and development papers, etc. pertaining to a patient, or any written information must be guarded as confidential. Any written information should never contain any of the patient's name or other identifying information.

DO NOT DISCUSS PATIENT INFORMATION OR CLINICAL EXPERIENCES in public places or on social media formats even if the patient is not referred to by name. Confidentiality of patients, staff, faculty and students is to be maintained at all times.

Photocopying of any patient records or removal of patient records from the clinical facility is expressly forbidden. Photography of any patient or clinical situation is strictly prohibited.

Violations of privacy regulations/policies may result in immediate dismissal from the program as outlined in Guidelines for Professional Conduct, as well as civil and criminal penalties.

College/Program Costs

At Ivy Tech Community College, tuition and fees are updated yearly. These include an in-state and out-of-state fee differential, technology fees, and distance education fees. Up-to-date information can be found at the Ivy Tech Community college website: <https://www.ivytech.edu/tuition-aid/ivy-tuition-textbooks-initiative/>

Students are responsible for tuition, books, supplies, and fees for all courses. Additionally, students are expected to secure funds for their uniform, physical examination with immunizations, CPR training, national criminal check, and a physical/drug screening after acceptance into the program (contact information and forms will be provided after acceptance).

* This is an **estimation** of costs. The College reserves the right to revise fees at any time.

**Tuition (full time) (part time)	\$2,455.76/semester \$170.07/credit hour
Approximate book cost	\$17/credit hour
Miscellaneous Clinical Education Costs (travel, lodging, etc.)	varies
Total	\$9,823.04 + textbook & clin ed costs

** Out of state tuition is \$4,732.57/semester, raising the projected expenses to \$18,930.28.

www.ivytech.edu/tuition

ADDITIONAL COSTS:	AMOUNT:
Consumable fees, PTAS 224 (Capstone)	\$50.00
Consumable fees, PTAS 101, 106, 202, 205, 215	\$150.00
Drug Screen/Background Check	varies
Physical Exam and Immunizations	varies
CPR certification	varies
Uniform expenses	varies
Student membership in APTA – national dues (required 2 nd year)	\$90.00
FSBPT Exam Fees/Licensure Fees (paid spring of graduation)	\$600.00 + (depending on state jurisdiction)

These items are based upon current costs (Summer 2024) and based upon the websites of the appropriate organizations:

Indiana State Licensure: www.in.gov/pla

The Federation of State Boards of Physical Therapy (National PTA Examination): www.fsbpt.org

Prometric (Testing Site): www.prometric.com

Curriculum: Physical Therapist Assistant Associate of Science

PREREQUISITES (Must be completed by the end of Spring Term for Application)

*PTAS 101	Introduction to the Physical Therapist Assistant
**APHY 101	Anatomy and Physiology I
**APHY 102	Anatomy and Physiology II
**ENGL 111	English Composition
**SCIN 111	Physical Science

****Introduction to the Physical Therapist Assistant (PTAS 101), Anatomy and Physiology I and II (APHY 101 and 102), English Composition (ENGL 111), and Science 111 (SCIN 111) are prerequisites that are necessary to apply for the PTA Program. The remaining general education core classes are required for graduation, but not for application to the program. However, they must be successfully completed prior to the final programmatic spring semester when the student will be in clinical education.**

****GENERAL EDUCATION CORE = 25 CREDITS (Includes APHY 101, 102; ENGL 111; SCIN 111)**

APHY 101	Anatomy and Physiology I	3
APHY 102	Anatomy and Physiology II	3
COMM 102	Intro to Interpersonal Communications	
OR		3
COMM 101	Fundamentals of Public Speaking	
ENGL 111	English Composition	3
MATH 136	College Algebra	3
PSYC 101	Introduction to Psychology	3
SCIN 111	Physical Science	3
SOCI 111	Introduction to Sociology	3
IVYT 101	First Year Seminar	1

***TECHNICAL CORE = 44.5 CREDITS (Includes PTAS 101)**

PTAS 101	Introduction to the Physical Therapist Assistant	3
PTAS 102	Diseases, Trauma and Terminology	3
PTAS 103	Administrative Aspects of the PTA	3
PTAs 106	Treatment Modalities I	5
PTAS 107	Kinesiology	5
PTAS 115	Clinical I	2.5
PTAS 205	Clinical II	6
PTAS 201	Treatment Modalities II	3
PTAS 202	Treatment Interventions for Special Populations	2
PTAS 215	Clinical III	6
PTAS 217	Treatment Modalities III	5
PTAS 224	Current Issues and Review	1

+TOTAL DEGREE = 69.5 CREDITS (General Education Core + Technical Core)

+The College and PTA Program reserve the right to revise these requirements at any time.

General Education Requirements

COMM 102 - INTRODUCTION TO INTERPERSONAL COMMUNICATION - 3 credits

Focuses on the process of interpersonal communication as a dynamic and complex system of interactions. Provides theory, actual practice, and criticism for examining and changing human interactions in work, family, and social context. Includes topics such as perception, self-concept language, message encoding and decoding, feedback, listening skills, conflict management, and other elements affecting interpersonal communication.

OR

COMM 101 – FUNDAMENTALS OF PUBLIC SPEAKING - 3 credits

Introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology.

ENGL 111 - ENGLISH COMPOSITION: STRATEGIES FOR INQUIRY - 3 credits

Designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

MATH 136 – COLLEGE ALGEBRA - 3 credits

Presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, absolute value equations and inequalities, rational fractions and exponential and logarithmic functions.

PSYC 101 - INTRODUCTION TO PSYCHOLOGY - 3 credits

Surveys behavior and cognitive processes as they affect the individual. The course focuses on biological foundations, learning processes, research methodologies, personality, human development, social, personality, and abnormal psychology.

SOCI 111 - INTRODUCTION TO SOCIOLOGY - 3 credits

Introduces students to the major theoretical paradigms of the science of human society, including fundamental concepts, descriptions, and analysis of society, culture, socialization processes, social institutions, social change, social stratification and the application of this understanding to everyday living.

IVYT XXX – First Year Seminar - 1-3 credits

Life and Physical Sciences Requirements

APHY 101 - ANATOMY AND PHYSIOLOGY I - 3 credits

Develops a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. Introduces students to the cell - which is the basic structural and functional unit of all organisms - and covers tissues, skeleton, muscular and nervous systems as an integrated unit. Includes labs.

APHY 102 - ANATOMY AND PHYSIOLOGY II - 3 credits

Continues the study of the inter-relationships of the systems of the human body. Introduces students to the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Includes labs.

SCIN 111 - PHYSICAL SCIENCE - 3 credits

Introduces physical concepts and theories pertaining to current applications and trends in physics. Basic concepts in chemistry, earth science and astronomy will also be illustrated. Emphasis concepts and applications.

Health Sciences Requirements

PTAS 101 – INTRODUCTION TO THE PHYSICAL THERAPIST ASSISTANT - 3 credits

Explores the history and concepts of physical therapy, physical therapist assisting and rehabilitative medicine. Introduction to the fundamentals of patient care including universal precautions; body substance isolation; OSHA guidelines; patient assessment including vital signs; body mechanics; and patient handling with applications of physics principles. Includes preparation of patients, treatment areas and equipment.

PTAS 102 - DISEASES, TRAUMA AND TERMINOLOGY - 3 credits

Explores diseases and trauma which necessitate physical therapy for the client. Medical terminology, anatomy, physiology, psychology, and physics related to these conditions are discussed, along with instrumentation, implants and fixation devices. Provides students with the opportunity to explore their own reaction to illness and disability, and to discuss how to recognize patients' and families' reactions to illness and disability.

PTAS 103 - ADMINISTRATIVE ASPECTS OF THE PHYSICAL THERAPIST ASSISTANT - 3 credits

Addresses the legal and ethical aspects of physical therapist assisting, standards of practice and patient care along with charting, documentation, report writing, patient history procurement, record-keeping, charges, insurance information, including diagnostic and procedure coding, third party reimbursement, Medicare, Medicaid, electronic claims and patient rights, including American Disabilities Act Policy and architectural barriers identification. Discusses current issues in health care provision. Explores patient, family, and professional communication techniques, body language and electronic communication as well as techniques in patient teaching. Includes performing within limitations of scope of skills, basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations, policies and procedures.

PTAS 106 - TREATMENT MODALITIES I - 5 credits

Continues concentration on the fundamentals of patient care including universal precautions, assessment of vital signs, body mechanics and patient positioning. Includes lectures, demonstrations and simulated patient problems in the laboratory portion of the course. Studies new techniques in depth, such as gait training, gait device selection, goniometry range of motion exercises and measuring. Introduces various modalities including hydrotherapy, thermo-therapy, massage, traction and intermittent compression techniques. Safety factors are emphasized in both the lectures and the laboratories. The laboratory provides the setting for the practice and implementation of theories and techniques of PTAS 106. Students practice assessments and treatment methods on themselves and one another under the guidance and supervision of the laboratory instructor.

PTAS 107 – KINESIOLOGY - 5 credits

Introduces the physical therapist assistant student to the science of kinesiology. By definition, kinesiology is the study of movement. Studies human movement and brings together the fields of anatomy, physiology, physics and geometry. Prerequisite knowledge of skeletal and muscular anatomy and physiology is necessary. Class will consist of equal parts of lectures, demonstration and student participation in locating, observing and palpating various bony prominences and musculatures. Much of kinesiology requires independent study to memorize origin, insertion, action and innervations of all muscles. The knowledge gained in this course is an integral part of the student's background preparation for the practice of physical therapy.

PTAS 115 - CLINICAL I - 2.5 credits

Requires the student to perform in a clinical environment with patients, using applications of theory and techniques of PTAS 106, under the guidance of a registered physical therapist.

PTAS 201 - TREATMENT MODALITIES II - 3 credits

Reviews joint structure, muscle origins, insertions, innervations, actions and physiology. Covers normal and abnormal gait, joint replacement, and postural correcting exercise along with treatment principles and therapeutic exercises for the neck, back, and peripheral joints. Discusses general exercise principles and progression of the orthopedic patient through an exercise program. Addresses appropriate applications of principles of physics and kinesiology.

PTAS 202 – TREATMENT INTERVENTIONS FOR SPECIAL POPULATIONS - 2 credits

Reviews musculoskeletal, integumentary, and vascular systems and diseases and disorders including anatomy, physiology, data collection strategies, and treatment implementation. Covers normal and abnormal gait with review of orthotic recommendation, fit, and training and prostheses recommendation, fit, and training following vascular and/or traumatic amputation. Reviews the application of therapeutic exercise for special populations related to vascular and integumentary system disorders. Discusses general exercise principles and progression for special populations.

PTAS 205 - CLINICAL II - 6 credits

Requires the student to perform in a clinical environment with patients using applications of theories and techniques of PTAS 207 under the guidance of a registered physical therapist.

PTAS 215 - CLINICAL III - 6 credits

Requires the student to perform in a clinical environment with patients using applications of theory and techniques of PTAS 217 under guidance of a registered physical therapist.

PTAS 217 - TREATMENT MODALITIES III - 5 credits

An in-depth approach to therapeutic exercise as performed by the physical therapy assistant. Covers basic anatomy and physiology of the central and peripheral nervous systems and activities of daily living. Includes exercise physiology and neurophysiology and advanced principles and procedures of therapeutic exercise appropriate for cardiopulmonary, cardiovascular, orthopedic and neurologic conditions, stroke, spinal cord and peripheral nerve injuries. Discusses prevention measures, specialized techniques and the utilization of specialized therapeutic equipment and correlates them to exercise applications. Addresses appropriate applications of kinesiology and principles of physics. Provides practice and implementation of theories and techniques of PTAS 106 and PTAS 207 in the lab setting.

PTAS 224 - CURRENT ISSUES AND REVIEW - 1 credit

Teaches sources of physical therapy research and discusses the recognition of roles and responsibilities of physical therapy assistants. Requires completion and presentation of an independent project. Includes a comprehensive review of the course to prepare the student for certification exam.

PTA PROGRAM TECHNICAL CORE CURRICULUM SCHEMA*

<u>PREREQUISITES – 15 CREDITS (PRIOR TO APPLICATION)</u>		<u>CREDITS</u>
APHY 101	Anatomy & Physiology I	3
APHY 102	Anatomy & Physiology II	3
ENGL 111	English Composition	3
PTAS 101	Introduction to the PTA	3
SCIN 111	Physical Science	3

***The following courses are the Technical Core Courses required by the PTA Program in the sequence they must be taken.**

***Successful completion as outlined in PTA Program Policy and syllabi for each course is required prior to progression within the Technical Curriculum.**

***Any General Education Courses required by the Program that are not completed prior to entering the program will need to be added to this schedule.**

FIRST FALL SEMESTER (TECHNICAL SEMESTER I)

PTAS 107	Kinesiology	5	(weeks 1-16)
PTAS 106	Treatment Modalities I	5	(weeks 1-16)

FIRST SPRING SEMESTER (TECHNICAL SEMESTER II)

PTAS 102	Diseases, Trauma & Terminology	3	(weeks 1-12)
PTAS 103	Administrative Aspects of the PTA	3	(weeks 1-12)
PTAS 201	Treatment Modalities II	3	(weeks 1-12)
PTAS 115	Clinical I (competency testing 1 week/clinical 3 weeks)	2.5	(weeks 13-16)

SECOND FALL SEMESTER (TECHNICAL SEMESTER III)

PTAS 202	Treatment Interventions for Special Populations	2	(weeks 1-16)
PTAS 217	Treatment Modalities III	5	(weeks 1-16)

SECOND SPRING SEMESTER (TECHNICAL SEMESTER IV)

PTAS 205	Clinical II (7 weeks)	6	(weeks 1-7)
PTAS 215	Clinical III (7 weeks)	6	(weeks 8-14)
PTAS 224	Current Issues and Review	1	(weeks 15-16)

Student Expectations

Commitment/Personal Responsibilities

Students accepted to the PTA Program must be aware of the extensive time, energy, and commitment necessary to be successful in the program. All technical courses are provided on campus. Most courses are provided during the day; however, students have additional expectations that may require extended periods of attendance, such as open lab requirements and practical examinations.

For clinical courses, students are expected to be available Monday through Friday 7:00am to 8:00pm and occasionally on Saturdays in order to attend clinical full time (average of 36-40 hours/week). Students are expected to align their schedules with assigned clinical instructors. Students are expected to have the necessary transportation for a clinical that may be one to one- and one-half hours of one-way travel time and potentially in an alternate time zone.

Students are expected demonstrate a commitment to learning, good interpersonal and communication skills, effective use of time, resources and constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management, and to put forth the necessary effort outside of scheduled class time to study and complete assignments. Students must consider these additional needs when preparing for acceptance to the program

Work Statement

Students must be aware of the need for excellent time management if working while in school. Students are expected to attend classes as scheduled with other commitments adjusted as needed. Course requirements are not altered for the working student. Students are advised to limit work and other activities. These activities competing with student attention to the program can cause students to fall behind and to be unsuccessful, which may require dismissal from the program.

Study Time

Considerable study time outside of class is *expected* throughout the program. Students are *expected* to organize their time to include study time to prepare for class, review, and master program information. Students are expected to participate in small and large group study activities and open labs outside the scheduled class periods. Students are provided opportunities through the online communication for each course.

Career Opportunities and Job Placement

According to www.careerinfonet.org, the Physical Therapist Assistant profession has a favorable outlook as of 2023. The projected growth is “faster than average.” In 2023 the reported national median wage was \$29.42/hour and \$61,180 annually, and the reported median Indiana wage was \$29.14/hour; \$60,620 annually. Nationally there were 17,900 projected job annual openings and in Indiana there were 340 projected annual job openings. This represents a growth of 34% between 2020 and 2030.

Physical Therapist Assistants are utilized in many different settings of physical therapy including acute (inpatient/hospital), sub-acute (in-patient/rehab), and long-term care (nursing homes), as well as, outpatient in orthopedic, neurological, vestibular/balance, educational, and pediatric services. Home health care is also an option for more experienced physical therapist assistants.

PTA Program students may be assisted with their employment search by Ivy Tech Career Services, as well as, postings online and on the PTA Program LinkedIn alumni page. Additionally, throughout the program, for assessment in PTAS 224, students complete a professional portfolio, to assist in their access of employment.

Board Passage Rate

After graduating from an accredited education program, the Physical Therapist Assistant candidate must pass a state administered national examination. This examination can be taken through application to any of the states requiring licensure, including the state of Indiana. Board scores are tabulated by the Federation of State Boards of Physical Therapy and percentile rate standings of the program are provided to the college. Students are encouraged to release scores to the college for accreditation and program purposes. The ratings are available for public viewing through the Federation’s website.

National exam pass rates for graduates of the Ivy Tech Sellersburg PTA Program are as follows (per available data):

Graduation Year	Percentage of Graduates taking the exam who passed the national examination	
	Ultimate Pass Rate	First Time Pass Rate
2022	100%	93.8%
2023	100%	100%

Employment Rate

Employment for graduates of the Ivy Tech Sellersburg PTA Program is as follows (per available data):

Graduation Year	Percentage of Graduates seeking employment as a PTA that are employed
2022	100%
2023	100%

Graduation Rate

Graduation rate of the Ivy Tech Sellersburg PTA Program is as follows (per available data):

Graduation Year	Graduation Rate
2022	80%
2023	81.25%

PTA Program Policies and Procedures

Professionalism

The reputation of the PTA Program and the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. When participating in the classroom, laboratory, community, and clinical settings, students are expected to conduct themselves in a professionally appropriate manner. Students are entitled to a learning atmosphere free from discrimination, harassment, sexual harassment and intimidation. This applies to all conduct among faculty, staff, clinical personnel, and students.

To enforce the professional behavior expected of the PTA student, Professionalism Points have been implemented in all of the PTAS courses. Each student is awarded 20 professionalism points (or equivalent of 5% of total course grade in point-based classes) at the beginning of the course as reflected in the course syllabus. The student retains these points should no reason for them to be revoked occur. Guidelines for loss of points are listed below, however this is not an inclusive list, and **loss of Professionalism Points is ultimately at the discretion of the course instructor and/or PTA Program Chair.**

Guidelines for loss of points in the classroom, laboratory, or clinical setting:

- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for each unexcused absence, tardiness or early departure from class or lab
- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for each time appropriate lab attire is not worn for lab days or professional dress is not worn for lab practical days

- 5 points (or equivalent of 25% of professionalism grade in point-based classes) will be lost for unprofessional communication within the classroom or laboratory setting
- Loss of points in the clinical setting will be made at the discretion of the ACCE and/or Program Chair based on the infraction and relevant consultation/communication with the clinical instructor and/or CCCE

Total loss of points will occur with situations including, but not limited to:

- academic dishonesty or misconduct
- discriminatory, harassing, argumentative or intimidating behavior toward an instructor, peer, staff member, clinical personnel, or any other person
- disrespectful and/or defamatory behavior toward an instructor, peer, staff member, clinical personnel, or any other person
- inappropriate and/or unprofessional communication with an instructor, peer, staff member, clinical personnel, or any other person via verbal communication, nonverbal communication, text message, email, social media, etc.

In addition to the loss of Professionalism Points at the PTA Program level, students are subject to college jurisdiction while enrolled at the College. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of the College representatives is not in the best interests of the student, other students, and/or College. Students who are disciplined should expect to find their sanctions enforced at other Ivy Tech campuses.

All Ivy Tech students are expected to abide by the College rules of conduct listed in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES.

Service Learning

I. Alignment of volunteer service requirements to program standards:

Sellersburg Physical Therapist Assistant Program faculty strives to promote core values of our profession. In such, our student organization, the PTA Club, embraces the following Mission Statement: The PTA Club of Ivy Tech Community College Southern Indiana aims to promote our profession and quality of life through health and wellness by encouraging service within our community and supporting student involvement through education (2022).

Additionally, we align curriculum to emphasize the Core Values of the American Physical Therapy Association (APTA). The service requirement specifically addresses the professional characteristics of:

- Compassion and Caring. Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

- Duty. Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society
- Social Responsibility. Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness. (APTA, 2021)

II. Service Requirement Details:

1. During the time you are in the PTA program at Sellersburg Ivy Tech Community College, you will be expected to complete 16 hours of community service.

2. Your volunteer efforts must align with the Mission of the PTA Club and emphasize the core values of compassion, caring, duty and social responsibility.

3. Volunteer efforts should focus on the community at large (may or may not include the campus community).

4. Each semester the PTA Club will provide details of volunteer opportunities to members. Additionally, each academic year, students will be provided a list of approved agencies and are encouraged to reach out for volunteer options that best fit their individual schedule and interests.

5. Each student is responsible for keeping track of his/her own service hours and submitting required forms to the instructor for PTAS 224 at time of request.

In addition, each student will be required to attend at least two PTA Club meetings each semester and participate on a PTA Club Committee. Failure to attend at least 2 PTA Club meetings in a semester will result in the loss of 5% of Professionalism Points for each course the student is enrolled in.

APTA Membership

The reputation of the PTA Program and the College among the community depends, in large part, upon the behavior of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified and honorable manner. When participating in the classroom, laboratory, community, and clinical settings, students are expected to conduct themselves in a professionally appropriate manner. Students are expected to comply with the ethical standards outlined by the APTA and to generate information regarding evidence-based practice and best practice guidelines in accordance with contemporary PT practice.

To enforce the professional behavior expected of the PTA student, the student is suggested to establish APTA membership at the beginning of their first year fall semester and required to establish APTA membership at the beginning of their second year fall semester. The student is notified of this requirement prior to program acceptance. The cost of the APTA membership is the responsibility of the student.

Equipment Safety and Student Lab Use

Students are given the opportunity for out of class practice during formal open lab times staffed by program faculty allowing full access to all equipment and machines, and informal lab access where students may use any equipment other than the ultrasound and electrical modalities as long as faculty are present on campus. Students are not allowed large lab access when faculty are not present. Students are allowed small lab access, where no machines are present, when faculty are not on campus. All lab rules as outlined below must be followed by students at all times when in either the small or large lab.

PTA LAB RULES:

- Standard Precautions, including hand hygiene, must be followed at all times.
- Student must obtain informed consent prior to performing any procedure or technique.
- Student must prepare all equipment to provide a safe and effective treatment.
- Appropriate safety equipment must be used at all times.
- Proper body mechanics must be used at all times.
- All practice will be conducted with respect and professionalism.
- Upon completion, all equipment must be disinfected and returned to the appropriate location.
- If no other faculty or students are present, lights must be turned off and doors secured upon leaving the room.

In the event that students go offsite for any laboratory or learning activities, offsite contracts must be maintained by the program.

The program chair is responsible for ensuring that annual equipment checks are performed and that equipment is in safe and working order. In the event that a piece of equipment malfunctions outside of the timeframe for the annual check, it is the responsibility of the faculty member that discovers the malfunction to report it to the program chair for service.

Practical and Critical Safety Elements Master List

Students participate in a variety of practical examinations and competency testing in order to assess student preparedness prior to attending clinical affiliations. The sequence of classes contains prerequisite and corequisite coursework to ensure the student does not progress through the program without obtaining competency in previous coursework.

Listed below are practical and competency testing topics throughout the program. Critical safety indicators are listed on the practical exams for each course. For critical safety skills (as indicated on practical grading rubrics by an asterisk “*”) the student must complete the skill safely and competently in order to pass the critical safety element of the practical exam. If the student fails to complete a critical safety element, they are required to remediate all items within that particular skill set. The entire exam remediation process will be followed as outlined under PTA Program Policy – Competency/Remediation.

PTAS 101 – Introduction to the Physical Therapist Assistant

Respectful and Professional Communication

*Wheelchair components and mobility

*Body Mechanics

*Positioning and Transfers

*Vital Sign Measurement

Passive Range of Motion

*Gait and Assistive Device Training

PTAS 106 – Treatment Modalities I

Confident and Knowledgeable Communication

Positioning and Handling

Palpation

Range of Motion Testing

*Manual Muscle Testing

Skin Sensation Testing

*Thermotherapy and Cryotherapy Application

Cervical and Lumbar Traction Application

*Electrical Stimulation Application

PTAS 107 – Kinesiology

Confident and Knowledgeable Communication

*Goniometry

*Manual Muscle Testing

Palpation

Muscle Identification and Exercise Development

Gait Components and Deviations

Postural Assessment and Deviations

PTAS 115 – Clinical I

Comprehensive Written and Practical Skill Assessment prior to Clinical I Placement (addresses skills above noted with “**”)

PTAS 201 – Treatment Modalities II**

Confident and Knowledgeable Communication

SOAP Note Treatment Documentation

Thermal and Electrical Modality Application

Massage

Stretching

Strengthening

Gait and Assistive Device Training

PTAS 202 – Treatment Interventions for Special Populations

Lower Extremity Amputation Wrapping

Wound Dressing

PTAS 217 – Treatment Modalities III**

Confident and Knowledgeable Communication

Positioning in Neurorehabilitation

Transfers in Neurorehabilitation

Range of Motion in Neurorehabilitation

Developmental Treatment

Balance, Gait, and Coordination

**Practical exams in PTAS 201 and PTAS 217 are completed with a unique patient evaluation and plan of care developed by a physical therapist for the students to consult with the supervising PT, prepare an appropriate treatment protocol, educate the patient during the provision of treatment, and complete appropriate documentation

Competency and Remediation

Any problems or areas of weakness noted by the faculty may require counseling and/or remedial work. Any student not demonstrating competency in a laboratory skill will not be permitted to continue with subsequent coursework until competency is demonstrated. If a student is unable to demonstrate competency following remediation the student will be withdrawn from the class. Students must attain a grade of 78% “D” or higher in the laboratory portion of a course to pass that course.

For critical safety skills (as indicated on practical grading rubrics) the student must complete the skill safely and competently in order to pass the critical safety element of the practical exam. If the student fails to complete a critical safety element, they are required to remediate all items within that particular skill set. For that particular skill set they will incur a 20% deduction for the first remediation provided the student demonstrates all critical safety elements safely and competently. If the student does not pass the critical safety element on the second attempt, they will be given a third attempt to pass the element with competency, however the student will receive a “0” for that particular skill set. Following the third attempt, if the student is unable to pass the element with competency, they will not be allowed to proceed forward in the subsequent course material.

Additionally, students must attain a grade of 78% “D” or higher in the lecture portion of a course to pass that course. If the student fails to achieve an 80% on a lecture exam, they will be required to remediate the lecture exam material at a date and time determined by the instructor. Prior to remediation they may be given the opportunity to review their first exam attempt at the discretion of the course instructor. Additionally, the student will meet with the instructor to discuss the method for remediation of content. It is the student’s responsibility to acknowledge and follow through with the remediation plan discussed with the instructor.

Skills Learned in the Clinical Setting

Students participate in a variety of skills checks, practical examinations and competency testing in order to assess student preparedness prior to attending clinical affiliations. The sequence of classes contains prerequisite and corequisite coursework to ensure the student does not progress through the program without obtaining competency in previous coursework.

Though the PTA Program curriculum prepares the student to be competent as an entry-level PTA, there are at times, treatment techniques that the student may encounter in the clinic setting that they have not been exposed to in the academic classroom or laboratory setting.

In this case, it is at the discretion of the Clinical Instructor as to whether they want to instruct the student in the treatment technique. Should the Clinical Instructor choose to instruct the student, they must ensure that the student has demonstrated competency in this technique prior to performing it on a patient.

The Clinical Instructor accepts the responsibility for determining the student's preparedness for performing the technique with an appropriate patient. The student should not be permitted to perform a technique they have learned in the clinic setting on a patient until they have demonstrated safety and competency with the skill, which is then to be documented by the Clinical Instructor.

Exam Review and Exam Dispute

Following a lab exam, the student will be given immediate feedback by the instructor on their performance on all elements, including critical safety items.

Following a lecture exam, the exam may be reviewed by the instructor with students during scheduled class time. Following review, exam booklets and scantron sheets (if applicable) will be collected by the instructor.

Should a student wish to dispute an exam question, they need to contact the instructor outside of class time. They need to provide two sources/references supporting the student's dispute. Ultimate decision regarding a disputed question is at the discretion of the course instructor.

Universal Precautions

According to the Universal Standards Rule 410 IAC 1-4 under Public Law 123-1988: "An employer shall provide training and the necessary equipment to each employee and student trainee who has duties that require the employee to have direct contact with blood or body fluids in the scope of the employee's employment." This training must include instruction in the procedures "Universal Standards" adopted by the Indiana State Board of Health. Because PTA students may have direct contact with blood or other body fluids, the PTA program is required to provide annual training in

Universal Standards to comply with agency affiliation agreements. This training is part of PTA Student Orientation, PTAS 101 and PTAS 102, and is measured by skills checks and written/practical examinations.

All students who are enrolled in clinical or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

Transportation

All necessary transportation to clinical experience is the student's responsibility and is not provided by the school. Student should plan to provide his/her own transportation to and from school and clinical facilities, and park in designated areas only. Students will be given instructions about parking at clinical sites. Students are expected to comply with parking designations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

Complaints Outside of College Due Process

The PTA Program will follow the Ivy Tech Student Grievance Policy as outlined in the Student Code of Rights and Responsibilities for student concerns.

Complaints or concerns may be communicated from outside parties who are not normally covered under the college grievance policy or normal channels of due process. Such outside parties may include, but are not limited to, clinical affiliates, employers, former graduates, and the general public.

For complaints outside normal due process, the complainant must submit the concern to the PTA Program Chair in writing within 30 days of the event. The Program Chair will be responsible for investigating the concern, including gathering necessary information from involved parties. Upon completion of the investigation, the Program Chair will communicate the results to the complainant and implement appropriate actions, if any, which occur as a result of the investigation.

Confidentiality of involved parties will be maintained at all times per Federal law, Ivy Tech, and PTA Program policy.

The program chair will maintain records of the complaint, investigation, and resulting actions for a minimum of 3 years following the written submission of the original complaint.

Ivy Tech Community College – Sellersburg

PTA Student Informed Consent

In order for you to make an informed and educated decision about joining the Ivy Tech Community College -Sellersburg PTA Program, there are some things you should consider. Please initial in the blank for each following item to ensure that you have read and understand the content.

Education in the Physical Therapist Assistant (PTA) Program will include classroom and laboratory sessions, as well as, clinical affiliations in various health care facilities. During the course of the PTA Program you will be subject to the known and unknown risks that members of the profession experience in preparation for and the provision of physical therapy and health care in general. These may include exposure to various modalities and techniques, infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment and the academic preparation of the Physical Therapist Assistant. Students will be expected to perform physical therapy modalities and skill/techniques on each other and you will need to inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to the instructor's directions. You may stop participation in the classroom, laboratory, or clinical affiliation anytime you think your personal safety or that of the patients you treat is in jeopardy. _____

You must have your own transportation to the clinical sites. Each student is required to drive to clinical sites that are considered far sites during the time in the Program. A far site is defined as at least 1 to 1 ½ hours one way away from Sellersburg. There are no exceptions to this rule. _____

A criminal background check and drug screen must be completed before you can begin programmatic classes and subsequent clinicals. If your financial aid does not cover the cost of this, you will be required to pay for this on your own. _____

You must be aware of the licensure requirements in the state of Indiana and Kentucky (felony). A conviction of a felony does not affect your ability to be accepted into the program but some clinical sites, (hospitals) may not allow you to do a rotation there. If you cannot complete the required clinical portion of your education because of this, you will not graduate from the program. Also, the College and the PTA Program cannot guarantee that either of these states will provide you a license to practice. You should contact the Indiana Professional Licensing Agency, 1-800-457-8283, or the Kentucky Licensing Agency, Lexington office at (859) 246 – 2747 with specific questions. _____

You must have access to your health history in order to complete the required form before programmatic classes and clinicals begin. You may be required to have blood titers performed to prove immunity. These will be at your cost. _____

You will be required to take and pass the American Heart Association or American Red Cross health provider CPR class. This will be at your cost. _____

You will be required to abide by HIPAA laws and regulations at all times. _____

Following graduation, you will be required to take and pass the (NPTAE) to practice as a PTA. This will be at your cost. _____

You will be required to comply with the clinical dress code of your clinical facility and as outlined in the Clinical Education Manual. _____

You will be required to do community service throughout the program. The minimum program requirement is 16 approved community service hours by the end of the program. Failure to complete this will affect your final capstone course grade. _____

Each student will be required to attend at least two PTA Club meetings each semester and participate on a PTA Club Committee. Failure to attend at least 2 PTA Club meetings in a semester will result in the loss of 5% of Professionalism Points for each course the student is enrolled in. _____

You will be expected to attend and participate in classroom discussions. _____

You will be expected to use the lab time to practice and come in during open lab times, when provided. You are expected to follow all lab rules as posted in the lab and outlined in the PTA student handbook. _____

It is mandatory to attend clinicals. Your education will not be adequate without them. _____

You will be expected to behave in a professional and respectful manner at all times. _____

You will be expected to act like the clinical rotations are jobs and perform as such. _____

Clinical rotations to different sites are required and the final decision on rotations and times will be made by the program staff. _____

As a student, it is highly recommended, although not required, that you become a student member of the American Physical Therapy Association in your first year. Membership is required in your second year. _____

I, _____ have read and understand the above items and take full responsibility for this information. I agree to and will abide by these terms. I have a copy of this informed consent that I will retain for my reference and records.

Signature

Date

Verification of Receipt of PTA Guide to Admissions and Student Handbook

NAME: _____

“C” NUMBER _____

CURRENT ADDRESS: _____

CURRENT PHONE NUMBER: CELL: _____ HOME: _____

CURRENT IVY TECH EMAIL ADDRESS: _____

ALTERNATE EMAIL ADDRESS: _____

EMERGENCY CONTACT: NAME: _____

RELATIONSHIP: _____ PHONE NUMBER: _____

SOCIAL SECURITY NUMBER: _____

DATE OF PROGRAM ENTRY: _____

I have received a copy of the PTA Program Guide to Admissions and Student Handbook for the PTA Program at Ivy Tech, Sellersburg and understand that I also have access to this document through the program website. I acknowledge I will read/refer to this document and ask questions related to the content. I understand the rules and policies and I agree to abide by them while a student in the PTA Program. I understand that this information is subject to change and that future updates will be made available via the PTA Program Chair and through the program website.
