Health Professions Programs Student Handbook Part II:

Policies Specific to
Physical Therapist Assistant Program

2013
Table of Contents

Health Professions Division Student Handbook Part II: ................................................................................. 1

WELCOME LETTER........................................................................................................................................ 4
Physical Therapist Assistant Program Administration, Faculty and Staff Listing ........................................... 5
ACCREDITATION STATUS................................................................................................................................ 6
PTA Program Mission ..................................................................................................................................... 7
PTA Program Philosophy ................................................................................................................................. 7
PTA PROGRAM STATISTICS .......................................................................................................................... 8

PHYSICAL THERAPIST ASSISTANT CAREER OUTLOOK ........................................................................... 8

Estimated Cost of Physical Therapy Program 2012-2013 ............................................................................. 9
State College of Florida, Manatee-Sarasota Physical Therapist Assistant Program Outcomes ...................... 10
State College of Florida Physical Therapist Assistant Program Curriculum Effective January-2009 ..... 11
Performance Standards ..................................................................................................................................... 12
Academic Advisement .................................................................................................................................. 15
Academic Dishonesty ..................................................................................................................................... 15
PTA Program Evaluation ................................................................................................................................. 15
Student Evaluation ......................................................................................................................................... 16

Laboratory Performance Standards and Evaluation ......................................................................................... 17
Clinical Performance Evaluation ..................................................................................................................... 18
Remediation after a Failed Written Exam ....................................................................................................... 19
Remediation after a Failed Practical Exam ...................................................................................................... 19
Laboratory and Practical Examination Assignments ....................................................................................... 20
Clinical Assignments ....................................................................................................................................... 20
Fingerprinting Information ............................................................................................................................... 21
Basic Life Support (CPR) ................................................................................................................................. 21
Confidentiality and Student Records ............................................................................................................... 21
Instructional Facilities ....................................................................................................................................... 21
Clinical Simulation Area ................................................................................................................................... 22
Use of Photography/Video/Voice ...................................................................................................................... 22

Rules of the Classroom/Laboratory .................................................................................................................. 23

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
WELCOME LETTER

Dear Student Physical Therapist Assistant:

I would like to welcome you to the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota. You are about to embark on a journey filled with challenges and new experiences. Your decision to become a physical therapist assistant will require total commitment on your part for the next two years. Although there is a lot of hard work ahead of you, I hope you will find it enjoyable and rewarding.

The faculty are dedicated to providing a complete and comprehensive learning experience. We will continually evaluate and modify your course of study and learning experiences in an effort to help you achieve the competencies required of a PTA. It is your responsibility to meet the objectives required to complete the program and become eligible to take the examination for licensure.

The PTA Program at SCF, is accredited by The Commission on Accreditation in Physical Therapy Education, (CAPTE). During your matriculation in the program we will be asking for your participation in the ongoing process of accreditation and program development.

The PTA Student Handbook has been designed as a reference for you regarding program policies and procedures. Please review this handbook. Any additional questions or concerns should be directed to the program director. All students are subject to regulations outlined in the SCF college catalog, the SCF Student Handbook and this handbook.

I wish you success during your course of study, and offer my sincere commitment to assist you in attaining your goals.

Sincerely,

Matthew Connell, MPT
Program Director
Physical Therapist Assistant Program
State College of Florida, Manatee-Sarasota
Physical Therapist Assistant Program Administration,
Faculty and Staff Listing

State College of Florida President: Dr. Carol Probstfeld

Vice President of Academic Affairs: Gary Russell

Provost, Bradenton Campus: Dr. Michael Mears

PTA Program Director/ACCE: Matthew Connell, MPT
connelm@scf.edu

PTA Program Core Faculty: Del Carr, PT
carrd@SCF.edu

PTA Program Adjunct Faculty: Dr. Maureen Thronby, PhD, PT
Ryan Deckinga, PTA
Greg Benson, PTA

OTA/PTA Department Secretary: April Sheely
sheelyA@scf.edu

Department Contact Information: Phone: 941-752-5346
Web: www.scf.edu/pta
ACCREDITATION STATUS

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

The Physical Therapist Assistant Program at The State College of Florida, Manatee-Sarasota 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: www.capteonline.org

For further information, contact:

The American Physical Therapy Association
1111 N. Fairfax St.
Alexandria, VA  22314-1488
1-800-999-2782  www.apta.org

The Florida Department of Health Board of Physical Therapy Practice
4042 Bald Cypress Way Bin #C05
Tallahassee, FL  32399-3255
1-850-245-4373  www.doh.state.fl.us/mqa/physical/

Federation of State Boards of Physical Therapy
509 Wythe St.
Alexandria, VA  22314
1-800-200-3031  www.fsbpt.org
PTA Program Mission

The SCF Physical Therapist Assistant program, guided by measurable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills and attitudes expected of an entry level physical therapist assistant.

PTA Program Philosophy

The philosophy of the Physical Therapist Assistant Program reflects the mission of State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention, diagnosis and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The physical therapist assistant works under the direction of a licensed physical therapist, to assist clients to develop or restore functions of the musculoskeletal and neuromuscular systems. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction in daily living. The assistant participates in assessment by observational, verbal or manual determinations of function, relative to physical therapy. The PTA is concerned with factors of prevention, treatment, and rehabilitation of musculoskeletal and neuromuscular dysfunctions, including client and family education.

The PTA provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking to make decisions, and to act responsibly according to the professional standards of practice. Learners in the Physical Therapist Assistant Program are self-motivated adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners’ needs, the teaching-learning process should be flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The role of the faculty is to facilitate learning through a multitude of opportunities and experiences. The role of the student is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the graduate reflects critical thinking, clinical accountability, and a commitment to caring. This practice can take place in various health care settings where policies and procedures exist and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
PTA PROGRAM STATISTICS

The Physical Therapist Assistant program at the State College of Florida is a limited enrolment program that accepts 24 students into the program annually. Applications are accepted January – March 1st of the year in which a student would start the program.

*Data below represent the most current data as of 4/1/2013

- Average annual program applications received: (2011-2013) 133
- Average annual program graduation rate: (2011 – 2013) 80%
- Exam pass rate, as reported by FSBPT: (2010-2012) 96.55%
- Graduate Employment Rate: (2010 -2012) 100%
  - Graduate Employment Rate is calculated based on those graduates, who have passed the licensure exam and are employed as physical therapist assistance within 6 months of passing the licensure exam.

PHYSICAL THERAPIST ASSISTANT CAREER OUTLOOK

Employment opportunities that are forwarded to the school are maintained on file in the PTA building and are uploaded to the PTA alumni web page which is located at:
http://www.scf.edu/Academics/PhysicalTherapistAssistant/Alumni.asp

For additional information regarding career opportunities and PTA career outlook please refer to the US bureau of labor statistics.
### Estimated Cost of Required General Education Courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr. Hours</th>
<th>Term</th>
<th>Lab Fees</th>
<th>In-state Tuition</th>
<th>Out of State Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
<td>NA</td>
<td>$45.00</td>
<td>$409.92</td>
<td>$1,546.08</td>
</tr>
<tr>
<td>BSC 2086</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>NA</td>
<td>$50.00</td>
<td>$409.92</td>
<td>$1,546.08</td>
</tr>
<tr>
<td>MAT</td>
<td>Area II, A.S. mathematics</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Human Development: Life Span</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Written Communication I</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Written Communications II or</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>SPC 1608</td>
<td>Fundamentals of Speech</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>From Area IV, A.A.S., ED. Req.</td>
<td>3</td>
<td>NA</td>
<td>$307.44</td>
<td>$1,159.56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total General Education Credits/Costs</td>
<td>26</td>
<td></td>
<td>$95.00</td>
<td>$2,664.48</td>
<td>$10,049.52</td>
</tr>
</tbody>
</table>

### Estimated Cost of PTA Program:

<table>
<thead>
<tr>
<th>Cr. Hrs Hours</th>
<th>Gen Ed.</th>
<th>Fall I</th>
<th>Spring I</th>
<th>Fall II</th>
<th>Spring II</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>11</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>74</td>
</tr>
</tbody>
</table>

| App. Fee      | $20.00             |         |          |         |           | $20.00  |
| Tuition*      | $2,664.48          | $1,127.28 | $1,537.20 | $1,127.28 | $1,127.28 | $7,583.52 |
| CPR           | $55.00             |         |          |         |           | $55.00  |
| Physical Exam & Titer/Immunizations | $450.00 |         |          |         |           | $500.00  |
| Books & Supplies | $530.00          | $175.00 | $140.00 |           |           | $845.00  |
| Lab Fees      | $95.00             | $36.00  | $30.00   | $15.50  | $50.00    | $226.50  |
| Access Fee    | $40.00             | $40.00  | $40.00   | $40.00  | $40.00    | $200.00  |
| Uniform       | $46.00             |         |          |         |           | $46.00  |
| APTA Dues     | $90.00             |         |          |         |           | $180.00  |
| Graduation Fee| $20.00             |         |          |         |           | $20.00  |
| Licensure Fees| $750.00            |         |          |         |           | $750.00  |
|               | $3,324.48          | $1,869.28 | $1,782.20 | $1,462.78 | $1,987.28 | $10,426.02 |

* Tuition for the program is computed on in-state tuition of $102.48 per credit hour for Florida residents. Non Florida residents' tuition rate is $386.52 per credit hour. All costs are estimates and subject to change without notice and when conditions dictate. Current tuition fees are posted at: [www.scf.edu/Tuition](http://www.scf.edu/Tuition)
State College of Florida, Manatee-Sarasota Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
   1.1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
   1.2. Collaborate with the client, significant others, therapist, and other members of the health team to develop and individualized plan of care.
   1.3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
   1.4. Identify individual client needs and use available resources to assist in meeting those needs.
   1.5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.

2. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
   2.1. Establish positive professional relationships in the health care setting.
   2.2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
   2.3. Communicate orally and document in writing, client responses to treatment interventions.
   2.4. Demonstrate effective management skills in planning and implementing physical therapy programs.

3. Incorporate values and attitudes congruent with the profession's standards and ethics.
   3.1. Maintain confidentiality of client information.
   3.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
   3.3. Follow the Guide to Physical Therapist Practice.
   3.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.

4. Use resources for continued personal and professional growth.
**State College of Florida Physical Therapist Assistant Program Curriculum Effective January-2009**

**HOURS /WEEK**

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085C</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics+</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*These courses MUST be completed PRIOR to entry into the Physical Therapist Assistant Program. +Students who complete MAT 1033 will receive the associate in applied science, a non transfer degree. [2522]. +MAC 1105 or any Gordon Rule mathematics course is required to receive the SCF associate in science degree. [2022]

+Note: The Associate in Applied Science (A.A.S.) degree currently is being reviewed at the state level with the probability that it will no longer be available effective fall 2013.

* These courses must be completed at the time of application.

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2086C</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHT 1007C</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>PHT 1124C</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 1211C</td>
<td>6</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>PHT 2337C</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHT 1800L</td>
<td>0</td>
<td>40</td>
<td>4</td>
</tr>
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</table>

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1102 or SPC 1600</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PHT 2321C</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>PHT 2810L</td>
<td>0</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>LEC.</th>
<th>LAB</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PHT 2820L</td>
<td>0</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>PHT 2931</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 74

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
Performance Standards

For Admission, Progression and Graduation in the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota

Successful participation and completion of the Physical Therapist Assistant Program requires that a candidate be able to meet the demands of the program. Physical Therapist Assistant students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the physical therapist assistant’s professional career. Those abilities that the physical therapist assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BEHAVIOR</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| Critical Thinking | Demonstrates critical thinking ability sufficient for clinical judgment and problem solving. | - Applies critical thinking processes to work in the classroom, laboratory and the clinic.  
- Exercises sound judgment in class, laboratory and in clinic.  
- Follows safety procedures established for each class, laboratory and clinic.  
- Demonstrates ability to self-evaluate.  
- Demonstrates ability to identify problems and offer possible solutions. |
| Interpersonal   | Demonstrates the ability to relate to other people beyond giving and receiving instructions. Cooperates with others. | - Demonstrates interest in classmates, faculty, and patients/clients.  
- Demonstrates the ability to get along with and cooperate with others.  
- Demonstrates ability to relate to other people beyond giving and receiving instructions.  
- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.  
- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds. |
| Communication (Includes: speech, language, nonverbal, reading, writing and computer literacy.) | Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues. | - Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms.  
- Responds to patient calling or any other warning call and machine alarm.  
- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.  
- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention. |
<table>
<thead>
<tr>
<th>Motor Skills</th>
<th>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</th>
</tr>
</thead>
</table>
|              | - Moves around in classroom, laboratory, patient/client’s room, therapy/treatment area.  
|              | - Walks to and from departments to patient/client’s rooms.  
|              | - Provides for patient/client safety and well being in all therapeutic or transporting activities.  
|              | - Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.  
|              | - Performs CPR. |

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Demonstrates functional use of hearing to monitor and assess health needs.</th>
</tr>
</thead>
</table>
|         | - Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations.  
|         | - Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian.  
|         | - Responds to monitor alarms or cry for help. |

<table>
<thead>
<tr>
<th>Visual</th>
<th>Demonstrates visual acuity and perception sufficient for observation and assessment.</th>
</tr>
</thead>
</table>
|        | - Demonstrates ability to observe lectures, and laboratory demonstrations.  
|        | - Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc, necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.  
|        | - Receives information from treatment environment. |

<table>
<thead>
<tr>
<th>Tactile</th>
<th>Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Senses changes in an individual’s muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature to gather accurate objective evaluative information in a timely manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self Care</th>
<th>Maintains general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting.</th>
</tr>
</thead>
</table>
|           | - Maintains hygiene.  
|           | - Demonstrates safety habits and work area neatness.  
|           | - Maintains a healthy lifestyle. |

<table>
<thead>
<tr>
<th>Intellectual Abilities</th>
<th>Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.</th>
</tr>
</thead>
</table>
|                       | - Demonstrates ability to comprehend and follow verbal and written instructions.  
|                       | - Demonstrates ability to perform simple and repetitive tasks.  
|                       | - Can learn to reconcile conflicting information  
|                       | - Written communication: Demonstrates ability to use proper punctuation, grammar, and spelling; work is neat and legible. |
# Commitment to Learning

- Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.
- Completes readings, assignments, and other activities outside of class hours.
- Demonstrates initiative, motivation and enthusiasm.
- Demonstrates ability to complete all work without evidence of cheating or plagiarism.
- Attends all class/laboratory/clinicals as assigned.
- Is consistently punctual to all class, laboratory, and clinical assignments.

# Affective Learning Skills (behavioral & social attitudes)

- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.
- Demonstrates willingness to accept challenges.
- Open to feedback.
- Listens actively.
- Follows guidelines and rules for the program and college.

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.
**Academic Advisement**

Upon acceptance into the PTA program, students will be assigned a program faculty member as a faculty advisor. Students will meet once each semester with a faculty advisor to review progress in the program. During clinical experiences, ACCE or clinical faculty mid-term visits may be utilized as a faculty advisor meeting. Students may also request additional meeting with advisors or program faculty as needed. Faculty office hours are listed on course syllabi, and available from the department secretary. Appointments should be made through the department secretary. Meetings will be held in private locations and can be behind closed doors if required. Information shared between the faculty advisor and student will remain confidential.

If a problem should arise during a clinical experience, students should follow the proper lines of communication. The Academic Coordinator of Clinical Education (ACCE) is available at all times during clinical affiliations by office phone, cell phone, e-mail or text messaging.

**Academic Dishonesty**

The College and the PTA Program do not condone plagiarism and define academic cheating or plagiarism as follows: the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension or any lesser penalty may be imposed for plagiarism.

**PTA Program Evaluation**

Throughout the course of the program, students participate in evaluation of the PTA courses and instructors.

Prior to graduation, students will be asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation surveys. Employer surveys will be sent out 6 months post-graduation

Upon graduation, students will participate in exit questionnaires for program evaluation. Follow-up surveys will be sent to graduates at six months and one year post-graduation. Results of these surveys will assist in program evaluation, to review, revise, and enhance the program curriculum.
Student Evaluation

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. A grade of “C” or better, as well as the following criteria, is required to complete a course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score on all quizzes and assignments must be 70% or higher
   AND
2. The average cumulative score on all written exams must be 70% or higher
   AND
3. Students must pass EACH laboratory practical examination with a score of 70% or higher

If a student fails to achieve any of the above stated criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 24 hours of the return of the exam.

Communication regarding academic and clinical performance is extremely important to your growth as a student PTA. Faculty strive to maintain consistent communication with students regarding their academic performance. This is done on an individual basis either in person or in writing. Instructors provide continuous information to students regarding their overall course performance throughout the semester via the online learning management system. Students will receive written updates of their assignments, exams, lab course work scores and overall averages throughout the semester.
Laboratory Performance Standards and Evaluation

An important purpose of the laboratory portion of the PTA program is to evaluate student competence in various psychomotor skills. Individual evaluations for selected competencies are scheduled at various times during the semester. Laboratory practical examinations are delineated in the course syllabi. Critical skills must be performed satisfactorily in laboratory practical examinations by all students, while other skills are evaluated by peers and/or instructors during laboratory sessions.

Clinical skills are evaluated in the physical therapist assistant laboratory via peer and faculty skill check-offs prior to each practical exam. Students must have all required peer and faculty skill checks documented in order to take each practical exam. If a Practical Exam must be delayed due to unfinished skill checks, the student will receive a grade of zero for the missed exam, and be placed on academic probation for a failed exam. (Refer to “Student Evaluation” section above.)

Both theory and laboratory portions of a course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical examination.

Students are required to successfully demonstrate performance of skills to ensure patient safety and correct delivery of interventions. Time for these evaluations is included in scheduled laboratory time. Students are expected to utilize Open Lab hours for practice.

If a student is unable to demonstrate competence in a skill, the student will have one additional attempt to successfully demonstrate the skill. If a student does not achieve the minimum passing grade (70%) on the first attempt, the student will be put on academic probation. The student must demonstrate remedial activities and efforts which suggest that the outcome of the second trial will be different than the initial attempt. Remediation learning activities will be mutually agreed upon by the student, instructor, and/or program director. Performance standards must be met prior to the next scheduled laboratory practical examination. Failure of a second practical examination attempt will result in the student being unable to progress in the program. Successful remediation attempts will result in the student receiving the higher of the following: their original grade or 70%. Students must pass all laboratory practical examinations to progress to clinical experiences. A student cannot participate in clinical experiences until the evaluation has been completed.
Clinical Performance Evaluation

Clinical Experiences are scheduled in the second, third, and fourth semesters of the PTA program curriculum. The evaluation tool to be used by the student, clinical instructor, clinical faculty and ACCE is provided prior to the clinical experience. Students are responsible for taking the evaluation to each clinical experience.

Clinical grades and assignments are based on practical, behavioral, objective, and competency-based examinations. Formal midterm and final evaluations are completed by the clinical instructor and the student. Student clinical performance evaluation is based upon specified levels of technical and professional competency, and is evaluated in comparison with stated criteria in the clinical performance evaluation. Midterm and final evaluations are discussed with the student by the clinical instructor and clinical faculty/ACCE during on-site clinical visits. Criteria for passing each clinical experience are discussed during clinical orientation. Final clinical grades are ultimately determined by the Program Director/ACCE. Grades will be determined by an average of the following:

1. Graded student assignments
2. Grades earned on the Clinical Performance Instrument (CPI) completed by the Clinical Instructor (CI)
3. Input from the Clinical Instructors (CI)

A minimum overall score of 70% is required to pass each clinical education experience. Students who fail to meet this requirement will not be allowed to progress through the PTA program.

If a student does not satisfactorily meet the course objectives, he or she will be unable to progress in the curriculum. Students may reapply to the program one (1) time. Refer to the READMISSION POLICY.

Grading Scale:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>
Remediation after a Failed Written Exam

A student who earns a failing grade on a written examination, (score less than 70%), will be placed on academic probation effective the date of the failed examination. The student will be allowed to take one (1) make up the examination per failed exam.

- On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
  1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
  2. The instructor will set the date and time for this meeting.
  3. Written notice of academic probation will be:
     i. Given to the student
     ii. Placed in the student file
     iii. Reviewed by the program director
- The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam
- Satisfactory completion of the make-up written examination will result in the student being removed from academic probation
- A change in the exam score as a result of a “make-up” exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam.
- Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

Remediation after a Failed Practical Exam

A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination. A student will be allowed to take one (1) make up practical examination per failed exam.

- On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
  1. It will be at the instructor’s discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
  2. The instructor will set the date and time for this meeting.
  3. Written notice of academic probation will be:
     i. Given to the student
     ii. Placed in the student file
     iii. Reviewed by the program director
- The exam must be reviewed and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.
- Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation
• A change in the practical exam score as a result of a “make-up” practical exam will result in greater than a 70% grade on the exam.
• Failure of a make-up practical examination attempt will result in the grade achieved on the higher of the two attempts and the student will not be allowed to progress through the program. Students may apply for readmission to the program one (1) time.

**Laboratory and Practical Examination Assignments**
A maximum of 12 students can register for each laboratory section for each lab course. Practical examinations will be scheduled within the regular lab section times. Students will be randomly assigned to practical examination times. Changes in assigned lab practical times must have prior approval of the instructor.

If practical testing requires greater than one day, students will be unable to study in the OTA/PTA building once practical examinations have begun. Students will be allowed in the building only for scheduled classes, faculty appointments, and practical testing. Students should arrive 15 minutes prior to the scheduled practical exam time, and must exit the building immediately following their exam. No books, backpacks, notes or cell phones may be brought into the pre-test or testing areas during practical examinations. Students are requested to adhere to the Honor Code and avoid discussion of practical cases and testing until all testing has been completed. To insure fairness to all students, practical cases will be changed and re-numbered for each testing session. Practical evaluations and grades will be distributed upon completion of all testing. Remediation assignments will be made at that time.

**Clinical Assignments**
Students are assigned to clinical facilities based on available agencies and student learning needs. Students will be randomly assigned to three clinical sites during the program. Every attempt will be made to provide students with a variety of experiences and will allow for at minimum at least one (1) in-patient and one (1) out-patient setting. Students are discouraged from affiliating with sites of previous or current employment, shadowing, interning or other professional relationships. Most clinical education sites are within the service area of the college (Manatee /Sarasota counties) and are within driving distance from SCF. Students are responsible for their own transportation.

The clinical experience courses are full-time clinical blocks. Students will adhere to clinical education site hours of operation. Some clinical facilities may have flexible hours; however, students are responsible for completing a full-time (32-40 hours) clinical week. Any clinical absence must be made up prior to the start of the next semester. Makeup days must be preapproved by the ACCE. A grade of incomplete will be submitted until all coursework and clinical hours are remediated.
**Fingerprinting Information**

Students may need to be fingerprinted to meet requirements of some clinical educational facilities. Students will be responsible for the cost of fingerprinting.

**Basic Life Support (CPR)**

Students enrolled in health professions programs are required to be certified by the American Heart Association in Basic Life Support for the Health Care Provider including AED. Certification must be valid while enrolled in the program and through graduation. This requirement can be completed through courses offered through SCF. This course must be completed prior to start of fall semester PTA course work.

**Confidentiality and Student Records**

Once accepted to the program, student records will be maintained including but not limited to; general student information, signed consent forms, documentation of competencies, documentation of student meetings, etc. Files are maintained with the highest level of student confidentiality in mind. All program filing cabinets containing student information are located in rooms that are not readily accessible to students. Rooms are locked when the building is closed or when there are no faculty/staff in the office area. Student medical records are maintained electronically through a third party vendor. This allows students unlimited access to personal medical records and houses this information on external protected servers. In the event that a hard copy is presented to the department, they are stored in the student’s file as noted above. Students have access to their program file by asking the department secretary or program director.

**Instructional Facilities**

The OTA/PTA Building, located on the northeast corner of the SCF Bradenton Campus, is Building #28. The building contains the OTA classroom/laboratory, (#28-121) the PTA classroom/laboratory (#28-120), and the OTA/PTA faculty offices. The telephone number is 941-752-5346. Building hours are 8:00 AM to 4:00 PM Monday through Friday. Additional dedicated classroom space is available in the Nursing Education building, #29 room 136. Student lockers are provided in the public restrooms of the #28 building. Students are responsible for providing locks AND must request a locker from the program secretary. The college and program are not responsible for items left in lockers. All locks must be removed at the end of each semester.
Clinical Simulation Area

The clinical simulation area of the classroom/laboratory provides a clinic-like setting to practice PTA skills. Supplies and equipment necessary for the performance of a variety of PTA skills are available in this area. Laboratory time is required as part of many of the PTA courses and will be scheduled in the same manner as the classroom hours. Students also are encouraged to use the laboratory for individual practice during Open Lab hours. Open lab hours will be posted for each semester. A PTA or OTA faculty member must be present in building 28 or 29 during Open Lab hours. Students must sign in and out of Open Lab. Only skills learned in the PTA program may be practiced. Students may only practice with/on each other, PTA/OTA faculty or OTA students.

During the laboratory sessions of the physical therapist assistant program, students will participate in various physical therapy techniques as both the person receiving the technique, and performing the technique. Each type of participation provides a valuable learning experience.

Students will participate in these experiences unless there is a medical reason that precludes participation. It is the student’s responsibility to inform the instructors of any physical condition which might affect participation.

On rare occasions, while learning a physical therapy technique, the recipient of the technique may experience pain or discomfort. If this happens, the student must inform the lab instructor.

Physical contact during activities such as manual muscle testing, range of motion, and other therapeutic techniques should be expected during laboratory sessions. If physical contact poses a problem, please discuss this with the course instructor, advisor, or program director.

A laboratory experiences informed consent form will be issued for student signature during orientation.

Use of Photogrophy/Video/Voice

As a student in the PTA program, there may be occasions where audiovisual images of students participating in the activities of the program may be taken. These images may be used as part of various college and program related publications, presentations, etc. These images may also be used for instructional purposes.
Rules of the Classroom/Laboratory

1. Use of lab during Open Lab hours requires the presence of an OTA/PTA faculty member in building 28 or 29.

2. Equipment and supplies are to be used for lab sessions, practical examinations, and student practice sessions only. Under no circumstances will equipment be used for treatment of other individuals. PTA students may practice on each other, OTA students, or PTA/OTA faculty.

3. Equipment and supplies will be used only according to course sequence. Students may not use equipment and supplies for which they have not yet been trained in the PTA program.

4. Students are responsible for the tidiness of the equipment and lab. If a student notices a shortage of supplies or faulty equipment, an instructor should be promptly notified. The students will check linen supplies in and out and clean all treatment areas following labs.

5. Students will wear appropriate lab clothing: shorts for males; shorts and bathing suit tops or halter tops for women. One-piece bathing suits are not acceptable. No shoes may be worn on treatment mats or tables. Students will wear clinical uniforms for laboratory practical examinations. Students must be ready to begin lab at scheduled times, dressed in appropriate lab attire. Failure to be appropriately dressed for lab may result in the student’s inability to participate in that lab session.

6. Students should protect the privacy of each other by using appropriate draping, or closing the curtains if the potential for personal exposure exists.

7. Students utilizing open lab must sign in/out at the department secretary’s desk.

Bulletin Boards

Student communication boards are located in the classroom/laboratory areas for communication between faculty and students. Students are responsible for reading notices, etc. posted on bulletin boards. Students will request permission from the program director prior to posting notices. A student communication box is located on the department secretary’s desk. Please check this box regularly for messages.
ATTENDANCE POLICIES:

Classroom Attendance Guidelines:
Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. The following policies do not reflect a question of the legitimacy of the student's absence or tardiness, but rather the necessity of having sufficient time to meet course objectives.

Three episodes of tardiness or leaving early will be considered as an UNEXCUSED ABSENCE.

Excused Absences:
Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate. If a student is ill or must be absent for other legitimate reasons (excused absence), the student must notify the instructor no later than 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by method noted by course instructor. (See course syllabus for instructor preference.) Failure to do so will result in an UNEXCUSED ABSENCE. The third and subsequent dates of excused absences will be considered UNEXCUSED ABSENCES.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students must take the exam the next day the student will be on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See “Remediation of failed written examination”.)

Unexcused Absences:
The final grade will be lowered 1.0% for each “UNEXCUSED ABSENCE”.

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
Clinical Attendance Guidelines

Emergency or serious situations will be recognized as excused absences; however, these absences must be made up. Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate.

Students are expected to be prompt. This is an important practice and quality to develop to become a professional. Students not present at the assigned area on time are considered absent, unexcused.

Habitual tardiness, absenteeism and unpreparedness will result in a reduction of the final course grade, and possible administrative withdrawal from the course.

The student must call to notify the clinical instructor if for any reason he or she cannot report for clinical or cannot report on time. The student must also notify the ACCE of this information. (See course syllabus for instructor preference)

All absences must be reported personally by the student to the CI and to the ACCE prior to the normal starting time. Absence of > 2 hours will require 1 entire day of remediation.

All remediation or makeup days must be PREAPPROVED by the ACCE /Program Director. Failure to make up required number of days will result in a grade of “I” (Incomplete) or failing grade in the clinical course. When graded “I,” the grade must be changed to a passing grade PRIOR to continuation in the program. Failure to complete the clinical experience within the preapproved time period will result in student withdrawal from the program.

Limitations of Absences: (*Missed days must be made up.)

a. Clinical Experience I: No > than 2 total days absent for ANY reason.*
b. Clinical Experience II: No > than 3 total days absent for ANY reason.*
c. Clinical Experience III: No > than 3 total days absent for ANY reason.*
d. Total of all Clinical Experiences: No > than 6 total days absent for any reason.*

A student who is dismissed from the program because of absences who believes they have extraordinary circumstances and who wishes to request reconsideration under this policy has the right to appeal, in writing, through the course instructor. The final decision will be made by a PTA faculty committee who will meet on the following Monday business day and review the situation on an individual basis. The decision will be based on the probability of the student successfully completing the clinical objectives for the course.
READMISSION POLICY

Students may be readmitted to the PTA program ONLY one (1) time. A student must apply for readmission to the PTA program within two (2) years of withdrawal to be considered for advanced placement beyond the first semester of the program. PTA courses taken two (2) or more years prior to readmission will have to be repeated. In cases of significant curriculum revision, courses taken less than two (2) years prior to readmission may have to be repeated.

Applicants for readmission will be accepted on a space available basis only, and is not guaranteed. Students must meet admission criteria in place at the time of application. Students must complete an application for re-admission along with the following:

- Submit a formal paper (not a letter), typed, single-spaced of no less than one page nor more than three pages to include the following information:
  1. Reason for Withdrawal from the PTA Program
  2. All courses you have successfully completed since withdrawing from the PTA Program that demonstrate an ability to attain a “C” or better in a college course
  3. A plan that identifies the factors that prevented successful completion of the curriculum year and details point-by-point what will be done to prevent these factors from re-occurring if granted readmission to the PTA Program

Applicants for readmission will be notified of an available space at the end of the semester prior to the anticipated date of re-entry with the exception of students re-applying for entry into the first semester of the program. Students applying for re-entry into the first semester of the PTA program will be notified as follows:

1. Students applying for re-entry with advanced placement in the first semester of the PTA program will be notified of an available space following the drop/add period of the first semester. Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills
2. Students applying for re-entry following withdrawal from the PTA program greater than two (2) or more years, or in the case of significant curriculum revision, will be applying for readmission without advanced placement in the first semester and will be notified of an available space no later than the drop/add period of the first semester.

Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills. Readmitted students will be held to the policies and procedures of the college catalog and student handbook in place for the semester in which they are returning. All re-admitted students must also fulfill the following requirements:

**Health Certification:**

1. Must be completely redone if the student is out of the PTA program two or more long semesters (Fall and Spring)
2. Must provide evidence of a current tuberculin skin test (within one year), or chest film (within past five years). An annual tuberculin skin test will be required for the duration of the program.

**CPR Certification:**

1. Proof of certification in Basic Life Support for the Health Care provider offered through the American Heart Association.
2. If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.
3. Failure to maintain a current CPR certification will result in immediate withdrawal from all clinical courses.

**Background Check:**

1. Must be redone if the student has been out of the program for two or more long semesters (Fall and Spring).

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
FINANCIAL REMUNERATION

Under no circumstances will students be paid for their services while enrolled in clinical experience courses. If a student chooses to work outside of their clinical hours, work and clinical hours must be kept clearly separate.

Students are discouraged from attempting to complete the program and working full-time. Doing so may jeopardize the student’s successful completion of the PTA program. Information on financial aid resources is available through the SCF Financial Aid Office.

PROFESSIONAL ORGANIZATION

Students are encouraged to become members of the physical therapy professional organizations. The American Physical Therapy Association (APTA) and the Florida Physical Therapy Association (FPTA) have affiliate memberships for students at a reduced cost. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities, and many other benefits. Information is available at: www.apta.org and www.fpta.org

DISTANCE LEARNING

During the program student may be requested to complete selected course assignments via distance learning. Student privacy and identity verification is maintained by conducting all non face to face assignments via the online learning management system which requires students to log on utilizing an individual password. Specific instructions related to individual assignments will be provided in course syllabi.
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
Physical Therapist Assistant Program

Student Self Assessment: Students will use this form to self assess their generic abilities throughout the program. This form will be reviewed during scheduled student advising meetings. (See also previous section of “performance standards.”)

Student: __________________________  Completion Date:_____________
Semester: ______________________
Evaluator: ________________________________

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS RATING SCALE</th>
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<tbody>
<tr>
<td>S+</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>NE</td>
</tr>
<tr>
<td>NI</td>
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<tr>
<td>N/O</td>
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</tbody>
</table>

Place the score opposite the performance standard using the Rating Scale

<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>✓ Applies critical thinking processes to work in the classroom, laboratory and the clinic.</td>
<td></td>
<td></td>
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<tr>
<td>✓ Exercises sound judgment in class, laboratory and in clinic.</td>
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<td></td>
</tr>
<tr>
<td>✓ Follows safety procedures established for each class, laboratory and clinic.</td>
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<tr>
<td>✓ Demonstrates ability to self-evaluate.</td>
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<tr>
<td>✓ Demonstrates ability to identify problems and offer possible solutions.</td>
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<tr>
<td>Interpersonal</td>
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<tr>
<td>✓ Demonstrates interest in classmates, faculty, patients/clients.</td>
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<tr>
<td>✓ Demonstrates the ability to get along with and cooperate with others.</td>
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<tr>
<td>✓ Demonstrates ability to relate to other people beyond giving and receiving instructions.</td>
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<tr>
<td>✓ Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</td>
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<tr>
<td>✓ Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences and cultural backgrounds.</td>
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</tbody>
</table>

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✤ Reports clearly and legibly through progress notes in patient/client charts, communicates with physicians and insurance providers including billing and order/referral forms.</td>
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<tr>
<td>✤ Responds to patient calling or any other warning call and machine alarm.</td>
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<tr>
<td>✤ Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</td>
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<tr>
<td>✤ Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.</td>
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<tr>
<td><strong>Motor Skills</strong></td>
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<tr>
<td>✤ Moves around in classroom, laboratory, patient/client’s room, therapy/treatment area.</td>
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<tr>
<td>✤ Walks to and from departments to patient/client’s rooms.</td>
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<tr>
<td>✤ Provides for patient/client safety and well being in all therapeutic or transporting activities.</td>
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<tr>
<td>✤ Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.</td>
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<td></td>
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<tr>
<td>✤ Performs CPR.</td>
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<tr>
<td><strong>Hearing</strong></td>
<td></td>
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<tr>
<td>✤ Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations.</td>
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<tr>
<td>✤ Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian.</td>
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<tr>
<td>✤ Responds to monitor alarms or cry for help.</td>
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<tr>
<td>Standard of Performance</td>
<td>Score</td>
<td>Comments</td>
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<td>----------</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
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<tr>
<td>▶ Demonstrates ability to observe lectures, and laboratory demonstrations.</td>
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<td>▶ Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.</td>
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<td>▶ Receives information from treatment environment.</td>
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<td><strong>Tactile</strong></td>
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<tr>
<td>▶ Senses changes in an individual’s muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature to gather accurate objective evaluative information in a timely manner.</td>
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<tr>
<td><strong>Self Care</strong></td>
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<tr>
<td>▶ Maintains hygiene.</td>
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<tr>
<td>▶ Demonstrates safety habits and work area neatness.</td>
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<td>▶ Maintains a health lifestyle.</td>
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<td><strong>Intellectual Abilities</strong></td>
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<tr>
<td>▶ Demonstrates ability to comprehend and follow verbal and written instructions.</td>
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<td>▶ Demonstrates ability to perform simple and repetitive tasks.</td>
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<td>▶ Can learn to reconcile conflicting information.</td>
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<td>▶ Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; Work is neat and legible.</td>
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<td><strong>Commitment to Learning</strong></td>
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<td>▶ Completes readings, assignments, and other activities outside of class hours.</td>
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<td>▶ Demonstrates initiative, motivation and enthusiasm.</td>
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<td>▶ Demonstrates ability to complete all work without evidence of cheating or plagiarism.</td>
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</tbody>
</table>
- Attends all classes/labs/clinicals as assigned.
- Is consistently punctual to all class, lab, and clinical assignments.

**Affective Learning Skills**

- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occurs within set time constraints.
- Demonstrates willingness to accept challenges.
- Open to feedback.
- Listens actively.
- Follows guidelines and rules for the program and college.

Faculty Signature(s): _____________________________________________________

Student Signature:  ________________________________________________________

Review Date:  __________________________________

Rev. 7/01, 5/03, 5/2006
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
PHYSICAL THERAPIST ASSISTANT PROGRAM
RELEASE OF INFORMATION FORM

In accordance with the Citizen's Right to Privacy Act, it is now necessary to have a signed consent to release any information in the form of a recommendation. This applies to both practicing therapists who are changing jobs and to students who are seeking jobs or pursuing advanced degrees after completing the PTA program.

I, ____________________________, give my consent for the

Print Name

State College of Florida Physical Therapist Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a therapist or student. I understand that no information may be released without my signed consent.

This consent is valid from the date below, until withdrawal of consent is received in writing from the person whose signature is indicated.

______________________________
Signature

______________________________
Date

Rev. 10/29/02 04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT AGREEMENT AND RELEASE:
TERMS AND CONDITIONS FOR PARTICIPATION IN COLLEGE-SPONSORED ACTIVITIES AND TRIPS

Student's Name: 
Academic Years: 2013 - 2015
Activity/Trip: All Trips

Students accepted to participate in an SCF-sponsored activity or trip must be mature persons who want to participate because of a genuine interest in the educational experiences offered. Each participant has personal responsibility for the success of the trip, and each must exercise good judgment, respect the rights and feelings of others, and subscribe to the rules and regulations of State College of Florida, Manatee-Sarasota. This agreement is designed to protect all participants: students, faculty advisors and chaperons, and agencies and individuals cooperating with the activity or trip. All students must sign this form to indicate they have read this entire agreement and will abide by it.

In consideration of my voluntary participation, I agree as follows:

I agree to release State College of Florida, Manatee-Sarasota, its agents, employees, representatives, faculty advisors, and chaperons from any and all liability, loss, costs, claims, damages and expenses, including attorneys fees, arising or claimed to have arisen out of personal injury to me, or property damage or loss sustained by me, as a result of my voluntary participation, including travel to and from the activity site, even if such injury or damage is caused by the rendering of emergency medical procedures or treatment, if any.

In the event of illness or injury, I authorize the faculty advisor or chaperon to activate the emergency medical system and I assume the cost of such treatment.

I understand that State College of Florida, Manatee-Sarasota may not have insurance coverage specifically applicable to the activity or trip or for any resulting injury or damages to person or property. I represent that, in the event of accident or injury, I acknowledge that payment for emergency or medical treatment is my responsibility.

I understand that State College of Florida, Manatee-Sarasota has reserved the right to advise my parent(s) or guardian(s) of any situation in which I am involved, if the college deems such situation worthy of parental involvement.

I understand that all participants are subject to State College of Florida, Manatee-Sarasota rules, regulations, and policies and I agree to strictly adhere to such rules, regulations, and policies. I further understand that the faculty advisor or chaperon may send me home at his or her sole discretion if my continued presence poses a danger to me, to other persons, or to property or is an ongoing threat of disruption to the trip or program, or if I engage in activities or conduct in violation of State College of Florida, Manatee-Sarasota rules, regulations or policies. If I am sent home from the activity or trip, I will be responsible for the cost of being sent home and will not be entitled to reimbursement for the cost of participating in the trip.

I have read and understand this document and agree that it will legally bind me.

Student Signature: ________________________________
Date:___________________

Rev. 10/29/02  04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13
This student handbook has been developed so students are fully aware of specific policies and procedures of the Health Professions Programs.

Policies may be subject to change during the student’s course of study, if so determined by the faculty. If changes are made, students will be notified in writing.

Students are reminded that they also must be familiar with and adhere to the policies and procedures of the College, as stated in the College Catalog and the SCF student Handbook.

State College of Florida, Manatee-Sarasota is an equal opportunity and access institution and does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation and any other factor prohibited under applicable federal, state and local civil rights laws, rules and regulations in any of its educational programs, services, or activities, including admission and employment.