

MALCOLM X COLLEGE

Physical Therapist Assistant Program



CITY COLLEGES of CHICAGO

Malcolm X

Education that Works

Physical Therapist Assistant Student Handbook

2021-2022

MALCOLM X COLLEGE

Physical Therapist Assistant Program

1900 W. Jackson St.
Chicago, IL 60612

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WELCOME AND INTRODUCTION

It is my pleasure and honor to warmly welcome you into the Physical Therapist Assistant (PTA) program at Malcolm X College. Your acceptance into this rigorous program demonstrates that you have the academic and professional skill foundations to become a caring and competent entry-level PTA. The faculty look forward to helping you reach your goal of becoming a physical therapist assistant.

As you begin your academics in the technical year of the PTA program, familiarize yourself with the guidelines, policies, procedures, and regulations found in this manual. Clear understanding of the contents of this manual set the expectation for this year of study. The faculty and college are here to support you in every way possible and are confident you will excel.

Together, let's exceed the expectation!

Best wishes,

A handwritten signature in black ink that reads 'Erin E. DiCapo'.

Erin DiCapo
Program Director, PTA Program

PROGRAM INFORMATION

ACCREDITATION

Higher Learning Commission (HLC)

Malcolm X College is accredited by the Higher Learning Commission, North Central Association. The Higher Learning Commission is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation.

Commission on Accreditation in Physical Therapy Education (CAPTE)

The Physical Therapist Assistant Program at Malcolm X College 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>. If needing to contact the program/institution directly, please call 312-850-7021 or email edicapo@ccc.edu.

File a Complaint

CAPTE

Information regarding submitting a complaint to CAPTE can be found [here](#).

MALCOLM X COLLEGE

Complaints and/or compliments can be submitted [here](#).

Maintenance of Accreditation

The program director is responsible for maintenance of accreditation standards with support from program core faculty and college administration.

FACULTY, ADMINISTRATION, AND STAFF

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PTA FACILITIES

The Malcolm X PTA program laboratory is located in room 2208/2209. Classroom assignments will vary for classes from semester to semester depending on the size and needs of the course. In addition, the PTA program will utilize the Exercise Science and Sports Studies Laboratory in room 1204 and Virtual Hospital located on the 8th floor of the Health Sciences Tower throughout the technical year of the program.

MISSION STATEMENT

The physical therapist assistant program at Malcolm X College, a contemporary institution, offers an innovative and career-focused education to students of diverse backgrounds. The program aspires to equip learners with the competencies to become licensed physical therapist assistants committed to excellence and caring in clinical practice and inspired to respond to the needs of a dynamic society.

The PTA Program Mission Statement is grounded in the Institution's Mission, Vision and Goals, which can be found [here](#).

EDUCATIONAL PHILOSOPHY

The physical therapist assistant program at Malcolm X College is built around an integration of educational philosophies including adult learning, social cognitive, and constructivist learning theories. These models provide a foundation for the design of the physical therapist assistant curriculum. The faculty believes that the integration of these models of education reflect the mission of the college to empower its diverse student body to achieve academic, career, and personal success. Further, these learning theories support critical thinking and facilitate reflection to further knowledge and skill acquisition both of which are necessary in an ever-changing healthcare environment. The following summarizes these learning theories and reflects the blending of these theories as a basis for support of the physical therapist assistant student and the largely team-based learning model employed within the physical therapist assistant curriculum.

ADULT LEARNING THEORY

In Malcolm Knowles' (Knowles, 1980) comparison of andragogy and pedagogy, he relays several assumptions of the adult learner; namely, increased internal motivation, ability to self-direct learning, and reflection and integration of life experiences in the learning process. Knowles further highlights the adult learner's need for the utility of education (i.e. the ability to apply knowledge in a timely fashion) and the readiness for learning as social or life roles change. Adult learning theory places the student at the center of the educational experience. Physical therapist assistant students often present with a wealth of life experiences, as many students are older, may be changing career paths, or in the case of students at Malcolm X College, come from diverse urban backgrounds. Using team-based learning methods in the physical therapist assistant curriculum promotes a student-centered approach as the instructor takes on a facilitator role filling gaps in foundational knowledge rather than re-teaching elementary concepts that may be learned independently. Knowles' adult learning theory is most criticized for the assumption that the adult learner possesses the skill set to be a self-directed learner. To this end, the college along with the design of the physical therapist assistant program offer student services to support the increased ownership of learning.

SOCIAL COGNITIVE THEORY

Albert Bandura's social cognitive theory stands as one of the leading learning theories emphasizing that much learning is observational and dependent on the environment, behavior, and personal factors. Bandura relates that how an individual processes and perceives the outcome of experiences largely influences learning and engagement in subsequent behavior; a term he refers to as self-efficacy. Two sequential processes influence self-efficacy: efficacy and outcome expectations. Efficacy expectations refer to the belief that the learner can perform a specific action. Outcome expectations refer to the belief that the action will then lead to desired results. To promote successful learning of the student, knowledge application and skill acquisition will follow a structured approach improving the concept of self-efficacy as more basic knowledge and skills build in complexity throughout the PTA curriculum. Bandura also proposes that much of learning evolves from modeling and imitation of those with which the student has a connection (i.e. peers and faculty). (Bandura, 1977; Bandura & McClelland, 1977) Through team-based learning methods and an emphasis on laboratory learning, the PTA curriculum will emphasize both peer and faculty mentorship.

CONSTRUCTIVIST LEARNING THEORY

Jerome Bruner's constructivist learning theory emphasizes learning as an active process wherein the learning occurs as the student creates new understandings based on past knowledge and experiences. In this way, all learning should build in an upward process so that the growing complexity of mental models built allows the learner to develop a sound frame of reference for problem solving in novel situations and contexts. The PTA curriculum at Malcolm X College supports the constructivist learning theory in several ways. First, the one plus one model of the program provides a strong foundational base in anatomy, kinesiology, and the fundamentals of exercise, general patient care, and navigation within the healthcare system in the first year of the curriculum. Secondly, upon entry into the technical and final year of the PTA program, importance is placed on best learning strategies incorporating active study skills, varied practice, and interleaving material to best retain knowledge and skills in the long-term (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013). Lastly, by nature of team-based learning, the principles of the constructivist learning theory are met; namely, assessing student readiness, providing increasingly complex active learning experiences, and faculty facilitation to recognize and fill in gaps of knowledge for the students (Jerome Seymour Bruner, 1966; Jerome S Bruner, 2009). Peer learning and facilitation of learning by the faculty further promotes exposure to others mental models to strengthen a student's ability to critically consider choices in decision-making.

REFERENCES

- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bandura, A., & McClelland, D. C. (1977). Social learning theory.
- Bruner, J. S. (1966). *Toward a theory of instruction* (Vol. 59): Harvard University Press.
- Bruner, J. S. (2009). *The process of education*: Harvard University Press.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- Knowles, M. (1980). *The modern practice of adult education*. Chicago, IL: Association: Follett Press.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the physical therapist assistant program students/graduates will:

1. Students/graduates will develop knowledge and clinical skills congruent with that of an entry-level therapist.
2. Demonstrate critical reasoning skills to progress, modify, or regress physical therapy interventions within the scope of practice of the PTA.
3. Integrate evidence based and best practice to make clinical decisions.
4. Respond appropriately to maintain patient safety in all situations.
5. Design career development plans to maintain contemporary practice and state licensure.
6. Demonstrate respect for self and others of diverse backgrounds.
7. Utilize effective and non-judgmental written and verbal and non-verbal communication in interactions with patients, caregivers, peers, colleagues, and the community.
8. Demonstrate ethical behavior in adherence to all appropriate laws, policies, and procedures including scope of practice of the PTA.
9. Enhance the health and well-being of their community through commitment to social awareness and advocacy for primary and secondary disease prevention.

INSTRUCTIONAL METHODS

The PTA program at Malcolm X College uses a variety of instructional methods following evidenced-based and best practices in education placing the student at the center of the learning experience. The majority of the curriculum utilizes a team-based learning (TBL) approach with a large amount of class and laboratory time devoted to developing hands-on skills. Team based learning requires the individual student to prepare before class. Pre-class assignments are designed to build foundational knowledge through selected readings, reviewing lectures on Blackboard, and other appropriate activities. Pre-class preparation in turn frees class time for more extensive discussion and application activities instead of building foundational knowledge. TBL also places a value on pre-class preparation. During the beginning of each class, an initial individual readiness assurance process (RAP), typically in the form of a quiz, is given. The identical RAP is given to the team following the individual quiz. During the team RAP, there is time to debate, further foundational knowledge understanding and comprehension with peers, and reach consensus. Class debate/dialogue and faculty instruction fills identified gaps in knowledge based on the readiness assurance process. In this way, team based learning epitomizes a student-centered approach to instruction. Application based assignments as teams fulfill a large portion of the instructional time. Team reporting and instructor summary end each session (which may encompass more than one class period). As the course or semester culminates anonymous peer evaluations are completed by each team member (Michaelsen & Sweet, 2011).

In addition, some course material will be presented in lecture/demonstration format. Guest lecturers and field trips will be incorporated to enhance the classroom material. Audio-visual materials will be utilized whenever possible as an adjunct to your learning experience.

References

1. Michaelsen, L. K., & Sweet, M. (2011). Team-based learning. *New directions for teaching and learning*, 2011(128), 41-51.

PROGRAM OUTCOMES

The faculty and college are committed to seeing each student succeed in the physical therapist assistant program. It is our expectation that you remain enrolled in the program and successfully graduate on time. We have mechanisms in place to provide you with the support necessary to accomplish this goal. If you are having any difficulty personally or academically, we encourage you to talk to the PTA Program faculty for guidance and assistance. The college offers many resources to promote student success.

Please find all program outcomes including graduation rates, National Physical Therapist Assistant Exam (NPTE-PTA) pass rate, and employment rates on the [PTA Program Website](#).

APTA and IPTA STUDENT MEMBERSHIPS

Students are strongly encouraged to join the APTA and IPTA as student members. There are many membership advantages including, but not limited to discounts, aid, insurance benefits, employment resources, access to most current physical therapy research, news, and publications, and much more. Visit <http://www.apta.org/Benefits/Students/> for more information and to become a member.

LIABILITY INSURANCE

All PTA students are strongly encouraged to have liability insurance. Liability insurance can be acquired through HSPO at www.hspos.com at a reduced student rate.

SPECIAL SERVICES: STUDENTS WITH DISABILITIES/ACCOMMODATION

No qualified individual with a disability shall, by reason of such disability, be academically dismissed from participation in or be denied the benefits of its services, programs or activities, or be subjected to discrimination. CCC's goal is to promote equality of opportunity and full participation in our services, programs and activities. CCC endeavors to provide reasonable accommodations to qualified individuals in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and all pertinent federal, state and local anti-discrimination laws.

Students who believe they have a need for disability accommodations are responsible for requesting such accommodation(s) and are responsible for providing all requisite documentation to verify eligibility to the Disability Access Center (DAC). DAC will provide reasonable accommodations for qualified students with disabilities as required by law.

The Disability Access Center (DAC) serves as CCC's point of contact and coordination for students with disabilities. The DAC provides a wide range of services and assistance to ensure students with disabilities are able to achieve their maximum potential. The short-term goal is to help students with disabilities succeed in their academic pursuits. Long-term, DAC services are designed to assist students make the transition from college to work. DAC is located in room 1302. Contact DAC at 312-850-7342. For more information, visit the [DAC webpage](#).

ADMISSIONS

The physical therapist assistant program at Malcolm X College accepts applications from October to February each year. The program has been approved by CAPTE to offer admission to the top 30 qualified candidates through a selective application process. Those students not in the top 30 will be placed in rank order on a waiting list and notified if a spot becomes available. All admissions decisions are at the discretion of the program director and admissions committee. More information can be found on the PTA

[webpage.](#)

In certain circumstances it may be appropriate for a student to defer their admission to the PTA Program. Circumstances must be discussed with the Program Director and will be approved on a case to case basis. Students can defer admission for one year. If a student is unable to enter the program the subsequent year if he/she wishes to pursue the program at that time he/she must reapply.

PROGRAM COSTS

Students are encouraged to speak to with a financial aid advisor each semester to discuss their options for financing their education. More information about financial aid can be found on the [Financial Aid Webpage.](#)

Information regarding tuition can be found at [here.](#)

CURRICULUM SEQUENCE

SEMESTER ONE

ENG 101	3
ESSS 101	3
ESSS 102	2
ESSS 112	5
TOTAL:	13

SEMESTER TWO

PSYCH 201	3
PHYSICS 131	3
BIO 116	4
MATH 118	4
ESSS 103	2
TOTAL:	16

SEMESTER THREE

PTA 110	2
PTA 150	3
PTA 160	4
TOTAL:	9

SEMESTER FOUR

1st 8 weeks

PTA 140	1
PTA 170	3
PTA 171	2
PTA 201	3

2nd 8 weeks

PTA 211	7
TOTAL:	16

SEMESTER FIVE

1st 8 weeks

PTA 200	2
PTA 220	2
PTA 240	2

2nd 8 weeks

PTA 260	7
TOTAL:	13

PROGRAM TOTAL: 68

COURSE DESCRIPTIONS

ENG 101: ENGLISH COMPOSITION (3 CH: 3 Lecture, 3 Contact)

Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course.

ESSS 101: PERSONAL TRAINER PREPARATION (4 CH: 3 Lecture, 2 Lab, 5 Contact)

This course introduces the knowledge and skills necessary to practice as a certified personal trainer for a variety of client populations, including the foundations of client interaction, the assessment of physiological, functional, and biomechanical aspects of human movement in the individual, and the design and supervision of strength and aerobic individual and group exercise programs. Writing assignments, as appropriate to the discipline, are part of the course.

ESSS 102: PERSONAL TRAINER PRACTICUM (2 CH: 1 Lecture , 5 externship hours/wk)

The exercise practicum provides practical experience for students enrolled in the personal trainer program. The practicum is focused on the application and synthesis of the knowledge base skills of a personal trainer in a supervised commercial, community or clinical fitness setting in order to actively engage individuals of various ages and functional abilities. The course includes a campus-based lecture series that provides review and supplemental knowledge of the personal training profession. Writing assignments, as appropriate to the discipline, are part of the course.

ESSS 112: FUNCTIONAL ANATOMY AND KINESIOLOGY (5 CH: 2 Lecture, 6 Lab, 8 Contact)

This course provides an organized study of human anatomy and kinesiology, the study of human movement. A working knowledge of both human anatomy and kinesiology are fundamental to student success in programs within the Exercise Science and Sports Studies (ESSS) department. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems. Upon completion, students should be able to identify skeletal anatomy including bony landmarks and muscular anatomy including origins, insertions, nerve innervations, vascular supply, and action. The concepts of locomotion, biomechanics, forces and levers will be introduced and how these apply to functional movement.

MATH 118: GENERAL EDUCATION MATHEMATICS (4 CH: 4 Lecture, 4 Contact)

General Education Mathematics focuses on mathematical reasoning and solving real life problems, rather than on routine skills and appreciation. A maximum of four of the following topics is studied in depth: geometry, counting techniques and probability, graph theory, logic, game theory, linear programming, and statistics. The use of calculators and computers is strongly encouraged. Writing assignments, as appropriate to the discipline, are part of the course.

PSYCH 201: GENERAL PSYCHOLOGY (3 CH: 3 Lecture, 3 Contact)

Historical survey of psychology and a study of the sensory and perceptual processes: learning, thinking, remembering, emotional behavior, motivation, mechanism of adjustment, and the total personality. Writing assignments, as appropriate to the discipline, are part of the course.

PHYSICS 131: MECHANICS AND POWER (3 CH: 2 Lecture, 2 Lab, 4 Contact)

A limited number of principles are covered with emphasis placed on applications. Writing assignments, as appropriate to the discipline, are part of the course.

BIO 118: ANATOMY AND PHYSIOLOGY (4 CH: 2 Lecture, 4 Lab, 6 Contact)

Laboratory studies in gross and microscopic mammalian anatomy. Lectures correlate human anatomy and physiology. Writing assignments, as appropriate to the discipline, are part of the course.

ESSS 103: ALLIED HEALTH CLINICAL SKILLS (2 CH: 1 Lecture, 2 Lab, 3 Contact)

This course serves as an introduction to rehabilitation professions, the basic concepts governing rehabilitation practice, and skills performed by a rehabilitation aide. Course work includes orientation to various practice settings and scope of practice for a rehabilitation aide. This includes education and training, communication, patient care, basic medical terminology, mobility, assistive devices, activities of daily living, adaptive equipment, and therapeutic exercise. Completion of this course will give the student the skills to work as a rehabilitation aide under the supervision of a physical or occupational therapist or a physical therapist or occupational therapist assistant in a variety of practice settings including hospitals, skilled nursing facilities, inpatient/outpatient rehabilitation centers, and home care. Writing assignments, as appropriate to the discipline, are part of this course.

PTA 110: INTRODUCTION TO PHYSICAL THERAPY (2 CH: 1 Lecture, 2 Lab, 3 Contact) *Fulfills HD requirement.

This course introduces the field of physical therapy (PT) and foundational knowledge of topics threaded throughout the technical portion of the physical therapist assistant curriculum. These topics include, but are not limited to, the history of the profession, PT practice settings, roles and responsibilities of the physical therapist assistant (PTA), the PT/PTA relationship and other interprofessional relationships, ethical and legal considerations in PT, communication skills, cultural competence and diversity in health care, pharmacology medical terminology, documentation, basic patient safety, patient privacy/comfort, architectural barriers, recognizing and responding to emergency situations, and research and evidence based practice. Upon completion, students should be able to expand upon this foundational knowledge in subsequent courses as it pertains specifically to patient care and conditions/body systems studied. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 150: THERAPEUTIC PROCEDURES I (3 CH: 1 Lecture, 6 Lab, 7 Contact)

This course introduces assessment and measurement techniques and mobility training commonly performed by the physical therapist assistant. In this course, students will learn the applicable foundational knowledge and clinical skills to complete anthropometric, joint ROM, muscle length, muscle strength, sensory, and balance/coordination tests and measurements. Additionally, this course will build upon foundational coursework emphasizing the underlying clinical decision making skills and technical skills for functional patient mobility including assistive device fitting, bed mobility, transfer training, gait training, stair navigation, and wheelchair mobility. Upon completion, students should be able to safely, correctly, and effectively apply and document these techniques and procedures within the plan of care and scope of practice of the physical therapist assistant under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 160: ORTHOPEDIC PRACTICE AND EXERCISE (4 CH: 2 Lecture, 6 Lab, 8 Contact)

This course introduces commonly encountered orthopedic conditions in physical therapy and effective interventions for physical therapy management. As each joint of the human body is explored, emphasis is placed on foundational principles of tissue healing, pain management, and recovery of meaningful function for the patient. Using evidence based practice as a guide, clinical decision making skills stress progression and modification of interventions. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of orthopedic conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 140: HEALTH PROMOTION AND WELLNESS I (1 CH: 1 Lecture, 0 Lab, 1 Contact)

This course introduces the physical therapist assistant student to health promotion and wellness beginning with a reflection of self as an individual and student, as member of the interprofessional healthcare team, and subsequently the community at large. Students will identify strategies for successful navigation of the physical therapist assistant program including identifying personal strengths and weaknesses, self-reflection on health beliefs, and skills to maintain a healthy school-life balance. The second portion of the course will shift beyond self to health promotion

and wellness as a member of the community and interprofessional healthcare team. Students will identify, design, and implement an interprofessional initiative to promote the health and wellness of the members of our college community. Upon completion, students should be able to implement skills to maintain a school-life balance to maintain academic success and complete a needs assessment of their environment and implement feasible initiatives aimed at promoting the health and wellness of that community. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 171: CARDIOPULMONARY AND VASCULAR PRACTICE (2 CH: 1 Lecture, 2 Lab, 3 Contact)

This course introduces commonly encountered cardiopulmonary and vascular conditions in physical therapy. In this course, students will learn the applicable knowledge and clinical skills to complete tests and measurements related to a patient's cardiopulmonary and vascular status. Additionally, this course will further previous and foundational coursework emphasizing clinical decision making skills, proficiency with cardiopulmonary and vascular risk factor assessments, effective resistive and aerobic exercise progressions and modifications, response to emergent conditions, and wellness and prevention initiatives in the cardiopulmonary and vascular patient populations. Lymphatic and integumentary conditions, tests, measurements, and interventions are introduced as related to the cardiopulmonary and vascular systems. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of cardiopulmonary, vascular, and related lymphatic and integumentary conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 201: NEUROMUSCULAR REHABILITATION (3 CH: 1 Lecture, 4 Lab, 5 Contact)

This course introduces commonly encountered adolescent and adult neurological conditions in physical therapy. In this course, students will learn the applicable foundational knowledge and clinical skills to complete assessment and measurements of sensation, cranial nerve and reflex integrity, cognitive functioning, hypo/hypertonicity, ROM, MMT, spasticity, coordination, and balance. Additionally, this course will further previous and foundational coursework emphasizing clinical decision making skills, proficiency with risk factor assessments, effective exercise progressions and modifications, response to emergent conditions, and wellness and prevention initiatives in neurological patient populations. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of neurological conditions as experienced by patients within in the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 170: THERAPEUTIC PROCEDURES II (3 CH: 1 Lecture, 6 Lab, 7 Contact)

This course covers the theory and application of therapeutic modalities used in physical therapy practice. Modalities covered in this course include: superficial thermal agents (therapeutic heat and cold), ultrasound and phonophoresis, diathermy, lasers, ultraviolet, electrotherapeutics for pain management, muscle contraction, drug delivery, and tissue repair, EMG/biofeedback, traction, massage, compression therapies, aquatics and hydrotherapy. Emphasis is placed on foundational principles and mechanics from physics, physiological effects, indications, contraindications, precautions, skilled application of the modality, clinical decision making, evidence-based practice, and documentation procedures. Upon completion, students should be able to safely, correctly, and effectively apply these techniques and procedures within the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 211: CLINICAL EDUCATION I (7 CH: 40hrs/wk x 8wks)

This full time clinical education experience (40 hours per week for 8 weeks) offers students the opportunity to gain exposure to a variety of medical and physical therapy diagnoses, develop patient care skills under the supervision of a clinical instructor (physical therapist assistant and/or physical therapist), and become an active participant in the

health care team. Students will be placed in inpatient and outpatient physical therapy settings. Writing assignments, as appropriate to the discipline, are part of this course.

PTA 200: PATHOPHYSIOLOGY AND COMPLEX SYSTEMS (2 CH: 1 Lecture, 2 Lab, 3 Contact)

This course introduces the remaining body systems and conditions encountered in physical therapy: integumentary, endocrine, immune, hematological, gastrointestinal, genitourinary, and metabolic. For each system and its related conditions, the student will explore etiology, pathology, manifestation, medical and physical therapy treatment, and prognosis. Realistic complex patient care and multi-system involvement is explored through an integration with orthopedic, cardiopulmonary, and neurologic conditions routinely treated by the physical therapist assistant as the patient progresses through the acute care, inpatient rehab and/or SNF, home care, and outpatient physical therapy settings. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice related to conditions involving complex system interactions within the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 220: PHYSICAL THERAPY ACROSS THE LIFESPAN (2 CH: 1 Lecture, 2 Lab, 3 Contact)

This course introduces foundations for human development and movement and explores developmental changes across the lifespan. At each developmental stage, this course expands upon physical, cognitive, emotional, psychosocial, and sociocultural changes experienced by individuals and how these differences impact effective physical therapy treatment. Commonly encountered conditions will be introduced along with effective interventions. Upon completion, students should be able to safely, correctly, and effectively apply and document tests, measurements, and interventions in clinical practice based on knowledge of patient conditions experienced across the lifespan within the plan of care and scope of practice of the physical therapist assistant (PTA) under the supervision of a physical therapist. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 240: HEALTH PROMOTION AND WELLNESS II (2 CH: 1 Lecture, 2 Lab, 3 Contact)

This course builds upon content of Health Promotion and Wellness I expanding upon cultural competence, service learning in a broader context as part of the interprofessional team, and continuing professional development as students prepare for the National Physical Therapist Assistant Exam (NPTAE) and employment. The course will integrate classroom and clinical knowledge from throughout the course of study in the physical therapist assistant (PTA) program culminating in a health promotion and wellness initiative aimed at the improving upon the health of the immediate community. Upon completion, students as part of an interprofessional team should be able to complete a needs assessment and implement feasible initiatives aimed at promoting the health and wellness of a culturally diverse community. In addition, students will gain the knowledge and tools to successfully seek licensure and employment. Writing assignments, as appropriate to the discipline, are part of the course.

PTA 260: ADVANCED PTA CLINICAL EDUCATION (7 CH: 40hrs/wk x 8wks)

This terminal full time clinical education experience (40 hours per week for 8 weeks) offers students the opportunity to gain exposure to a variety of medical and physical therapy diagnoses, develop entry-level patient care skills under the supervision of a clinical instructor (physical therapist assistant and/or physical therapist), and become an active participant in the health care team. Students will be placed in inpatient and outpatient physical therapy settings. Writing assignments, as appropriate to the discipline, are part of this course.

CAMPUS POLICIES & PROCEDURES

This handbook is a supplement to, and not a replacement for, the City Colleges of Chicago Student Academic Policy Manual. Malcolm X College's Physical Therapist Assistant students are subject to academic student policies and procedures as well as those contained in this handbook. The Chicago City Colleges' Academic and Student Policies Manual takes precedent over this handbook and are, therefore, the overriding governing policy manual in the rare event of a conflict between these documents. This handbook does not include all the guidelines and/or policies and procedures that the student may be required to adhere to during clinical education experiences. Orientation at clinical education facilities will be provided during those experiences.

The CCC Academic & Student Policy Manual can be accessed through the [CCC homepage](#) or by following this [link](#).

Equal Opportunity in Employment, Programs, Services & Activities

The City Colleges of Chicago is strongly committed to ensuring that its learning and working environments are free of discrimination and harassment, including sexual harassment. CCC will take action to stop discrimination or harassment, remedy discrimination or harassment and prevent recurrence of discrimination or harassment. The Board of Trustees of the City Colleges of Chicago ("CCC") prohibits unlawful discrimination or harassment with respect to hire, terms and conditions of employment, continued employment, admissions, or participation in Board programs, services, or activities (regardless of whether such programs, services or activities occur on CCC property) on the basis of race, color, national origin, ethnicity, sex, age, religion, citizenship status, sexual orientation including gender identity, marital status, pregnancy, order of protection status, disability, genetic information, military status, or status as a member of any other protected class under federal, state, or city law.

Prohibited harassment under this policy includes: using racial or ethnic slurs, making religious, ethnic, or gender specific jokes, distributing offensive cartoons or figures, spreading sexual rumors, and other conduct which interferes with the individual's work or academic performance or creates an intimidating, hostile, or offensive working or learning environment.

Sexual harassment is a form of sex discrimination and is prohibited by this policy, Title VII of the Civil Rights Act of 1964 ("Title VII"), and Title IX of the Education Amendments of 1972 ("Title IX"). Sexual harassment occurs when an individual is subjected to unwelcome sexual advances, requests for sexual favors, and other expressive or physical conduct of a sexual nature where:

- Submission to such conduct is made a condition of employment or education;
- Submission to or rejection of such conduct is the basis for an academic or a personnel decision affecting the individual; or
- Such conduct interferes with the individual's academic or work performance or creates an intimidating, hostile or offensive learning or work environment.

Examples of sexual harassment include, but are not limited to, sexual advances, repeated date requests, sexual gestures, sexual cartoons or images, discussions about sexual activity, domestic violence, dating violence, stalking, sexual misconduct, and sexual assault. Under Illinois law (720 ILCS 5/12-13) the crime of criminal sexual assault is committed when a person does any of the following:

- Commits an act of sexual penetration by the use of force or threat of force
- Commits an act of sexual penetration and the accused knew that the victim was unable to understand the nature of the act or was unable to give knowing consent
- Commits an act of sexual penetration with a victim who was under 18 years of age when the act was committed and the accused was a family member
- Commits an act of sexual penetration with a victim who was at least 13 years of age but less than 18 years of age when the act was committed and the accused was 17 years of age or over and held a position of trust, authority or supervision in relation to the victim

Please refer to the The CCC Academic & Student Policy Manual for details on the procedures for reporting.

Non-Discrimination Policy & Statement

The City Colleges of Chicago does not discriminate on the basis of race, national origin, ethnicity, gender, age, religion, citizenship, sexual orientation, gender identity, marital status, pregnancy, disability, military status, order of protection status, genetic information, membership or lawful participation in the activities of any organization, or the exercise of rights guaranteed by local, state, or federal law with respect to hire, terms and conditions of employment, continued employment, admissions, or participation in Board programs, services, or activities. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs.

Please review the [notification of non-discrimination](#).

Campus Safety and Security

The City Colleges of Chicago has an obligation to provide a safe environment free from violence and threats of violence where civility is valued. To that end, it is the intent of the City Colleges of Chicago to make reasonable efforts to provide for the safety and security of its students, faculty, staff, public, and property. More information is available through the Department of Safety & Security. Malcolm X College Department of Safety and Security is located in room 1316A. The Department of Safety and Security can be reached at 312-850-7168.

In Case of Emergency

In Case of Emergency, press the Blue Button from any Security telephone to reach the Security Office. Call 9-911 from any CCC telephone to contact City of Chicago Office of Emergency Management and Communications for Police or Fire response. The Security phones are located throughout the main building.

Emergency Alert System

Students, staff, and faculty members are encouraged to sign up for the [CCC Emergency Alert System](#) to receive notification by City Colleges email, personal email account, mobile and home phone numbers, and/or text messages in case of an emergency.

Campus Hours

The building is open from 7a.m. to 10p.m. Monday through Friday, 7a.m. to 5p.m. on Saturday, and 7a.m. to 5p.m. on Sunday. During holidays and breaks, the building is shut down completely unless prior arrangements have been made. Please notify Security if you are in the building at off hours or working in an isolated area.

More information can be found on the [Safety & Security Webpage](#).

Smoke Free Campus

In accordance with the Illinois Clean Indoor Air Act, and in recognition of the U.S. Surgeon General's Report indicating that secondary smoke (smoke that exists in the air because of a smoker nearby) is hazardous to the health of non-smokers, smoking is prohibited in all campus buildings. In accordance with Chicago Ordinance #3930, smoking is now prohibited within 15 feet of any entrance to any City Colleges of Chicago facility. Students may smoke outside City Colleges of Chicago facilities but only in areas designated for that purpose. Students are requested to use ashtrays provided in such locations.

Drug and Alcohol-Free Campus

Students are expected to behave in a manner appropriate to a place of study and learning at all times. The following kinds of behavior are contrary to those expectations and will be cause for college disciplinary action:

- Possession and/or consumption of alcoholic beverages except at an off-campus, non-school related activity

where all in attendance meet the minimum age established by state law and where the location of the activity does not prohibit such beverages.

- Possession, sale, use or distribution of any narcotic drug, marijuana or other addictive or hallucinogenic substance prohibited by law.

Violence Free Educational and Learning Environment

In keeping with the City Colleges of Chicago Student Policy Manual, students shall not engage in any acts of violence, intimidation or coercion including threats of violence against any person on District property or while participating in District programs and activities. This includes behavior at all clinical sites.

Identification Badges

Students are always required to wear their MXC physical therapist assistant identification badges while on the college premises and at the various clinical affiliates. This includes class, clinical, laboratory and extracurricular activities. ID badges must be replaced within 48 hours.

Only currently enrolled students may obtain a student ID card. Once issued, it is the student's responsibility to retain the ID card and have it updated by the Security Department every semester.

More information about obtaining a student ID card, click [here](#).

STUDENT SERVICES

VIRTUAL STUDENT SERVICES

Due to COVID-19, student services are primarily virtual. This link can be used to reach student services virtually, including advising, registrar services, financial aide, and the career center.

ADVISING

Advising Center, Room 1407

Phone: (312) 850-7185

ATHLETICS

CTA U-PASS

Students who enroll full-time in college credit courses are eligible to receive a U-Pass, which offers unlimited rides on any CTA (Chicago Transit Authority) bus or train.

If your pass is lost or stolen, you may request a new card through the Business Office at your college. You must present your City Colleges ID and pay a \$50 non-refundable replacement fee. You will receive notification through your City Colleges email account when your card has arrived.

If you have further questions, email the CTA at: cta-upass@transitchicago.com, call 1-888-YOUR-CTA, or visit the [CTA U-PASS website](#).

CAREER PLANNING AND PLACEMENT CENTER

Malcolm X Career Planning & Placement provides comprehensive services and resources to help you make informed decisions about careers. We also help you successfully transition to the workforce. Email or call to make an appointment.

Room 1400 A

Phone: (312) 850-7267

DISABILITY ACCESS CENTER (DAC)

DAC, Room 1302

Phone: 312-850-7342

FINANCIAL AID

Room 1407

Phone: (312) 850-7070 or (312) 850-7146

FITNESS CENTER

Room 1204

Check website for current hours

LIBRARY (CARTER G. WOODSON LIBRARY)

Room 2300

Phone: (312) 850-7244

REGISTRAR

Room 1411

Phone: (312) 850-7107

STUDENT CLUBS, GROUPS, AND ORGANIZATIONS

Room 1406

Phone: (312) 850-7120

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) provides a forum for the open exchange of views and ideas on matters of importance to students. The SGA defends students' rights, advocates on behalf of students, and helps to formulate academic and institutional policies that affect students. It governs student clubs, groups and organizations and provides funding via its SGA annual budget allocation from the City Colleges of Chicago. Finally, the SGA plans and sponsors social and cultural events throughout the academic year.

Phone: (312) 850-3530

STUDENT SERVICES

The Student Services Department assists students in selecting an academic pathway that aligns with their career goals, provides ongoing support through completion and graduation, offers career and transfer assistance, supports student clubs and organizations, and provides support for veterans and students with disabilities.

Room 1406

Phone: (312) 850-7120

TESTING RESOURCES CENTER

Room 1413

Phone: (312) 850-7238

TEXTBOOKS (Barnes & Noble)

TRANSFER RESOURCE CENTER

Our Transfer Resources Center helps students create a plan for a seamless transition to 4-year institutions.

Room 2003

Phone: 312-850-7088

TRIO STUDENT SUPPORT CENTER

The TRIO Student Support Services program provides help to low-income, disabled or first-generation college students achieve a college education.

Room 1405

Phone: (312) 850-7150

ACADEMIC SUPPORT CENTER

Malcolm X College Tutoring Services offers free tutoring and academic support services to assist students in achieving personal and academic success. Tutors are available in a wide variety of subjects to assist students through one-on-one and group tutoring sessions. We encourage any student to seek tutoring to gain a deeper comprehension of course content and to enhance learning development.

Top Ten Reasons Students Should Seek Tutoring:

1. Helps to improve failing or declining grades
2. Builds confidence and self esteem
3. Teaches students how to overcome test anxiety
4. Provides enrichment for the successful student
5. Teaches organizational skills

6. Reduces frustration with a particular subject
7. Prepares students for standardized testing and improves success
8. Establishes a good foundation for early learners struggling with key concepts
9. Helps with common core standards and teaches students new learning techniques
10. Reduces the struggle with homework

Room 2301

Phone: (312) 850-7473

VETERANS SERVICES

The Veterans Services Center is a centralized, on-site source of support and access to veterans-specific information and resources.

Room 1300

Phone: (312) 850-7859

WELLNESS CENTER

To make an appointment, walk in to Room 2211 (use Elevator 6 only) or call us at (312) 850-7122.

Counseling for Personal Challenges

Counseling can help you address a host of challenges, including: life transition; stress and time management; grief and loss; testing and public speaking anxiety; family issues; relationship conflict; veterans' re-entry; anxiety, depression, and other mental health issues.

Stress and Time Management Coaching

Being a college student is stressful. Wellness Center staff can help you create a stress and time management plan and develop other personal organizational skills.

Connect to Public Aid & Community Resources

Many students are unaware that they qualify for various public aid programs such as SNAP, subsidized health insurance/Medicaid, unemployment, & supportive and emergency housing. The Wellness Center can help you learn more about these programs and how to apply and also assist you in connecting to low- or no-cost community resources, such as medical and dental care, groceries and hot meals, legal services, and child care.

Support Groups

Support groups are offered on topics relevant to college students, such as stress and time management, busy parents, anger management, and veterans' issues. Check with your Wellness Center to see what is offered for each term.

PTA PROGRAM POLICIES AND PROCEDURES

PROGRAM EXPECTATIONS

The technical year of the PTA program is a rigorous and intense 12 month, 3 semester program of study including classroom, laboratory, and clinical education experiences. While the course schedule will vary each semester, in general each student should not schedule outside activities or commitments Monday-Friday from 8am-6pm. On average, students can expect 3 full days of class and 2 half days each semester. It is strongly recommended that students take advantage of half days for additional on campus study groups or supervised open laboratory practice time. For every hour spent in class, it is estimated that the student will need to spend 2 hours studying outside of class.

OUTSIDE EMPLOYMENT

Because of the rigorous nature of the PTA Program, it is strongly advised that the student not engage in part-time work unless absolutely necessary. It is ultimately the student's decision whether and how much to work. Students should be advised that the course, clinical and lab schedules will not be altered to accommodate a student's employment schedule. Please do not ask faculty to arrange classes or clinicals around your outside employment.

ESSENTIAL PHYSICAL AND PSYCHOLOGICAL PERFORMANCE REQUIREMENTS OF THE PHYSICAL THERAPIST ASSISTANT

The following list contains information regarding essential technical standards outlining the physical abilities and behavioral characteristics necessary for the student to successfully participate in and complete the physical therapist assistant program. These standards are not conditions of admission, but reflect the performance abilities and characteristics necessary to successfully complete requirements for physical therapy patient care.

The student should carefully look over the technical standards for the program and ask questions if not familiar with the activities or functions listed. The student must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the student's responsibility to meet these essential performance requirements if accepted into the physical therapist assistant program. The student should consult with the Program Director or the Academic Coordinator of Clinical Education to discuss any individual situation if he or she may not be able to meet these essential performance requirements.

HEARING – A student must be able to hear and understand patients and staff. Student must be able to assess and monitor patient sounds.

- Communicate and interact with patients, staff and families from a variety of cultural backgrounds.
- Follow verbal instructions.
- Use a stethoscope to hear heart and breath sounds.
- Detect and discriminate between sounds of normal conversation.
- Hear percussion sounds during patient assessment.
- Ability to hear sounds and distinguish a variety of equipment alarms.

VISION– A student must be able to monitor and assess patient and equipment function; to provide safe and effective physical therapy care.

- Read written instructions and orders.

- Read fine print, monitors, and gauges.
- Differentiate color/character of sputum for signs/nature of infection/disease.
- Chart (write) procedures and observations legibly in a permanent medical record.
- Ability to see and distinguish a variety of equipment visual alarms.
- Ability to observe demonstrations and patients close up and at a distance to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.).

TACTILE – A student must be able to assess patient's response to therapy tactilely.

- Distinguish textures, degrees of firmness. Temperature differences, pulse rate, vibrations and strength.

MOBILITY – A student must be mobile and strong enough to support and move patients. Student should be able to work remaining in a standing position for 60 – 120 minutes able to move quickly from place to place to perform patient care.

- Support and transfer patients safely from bed to wheelchair, and modify patient position in bed.
- Move in and out of treatment areas.
- Respond to emergency situations in a timely manner.
- Reach equipment and parts of patient's body.
- Reach above shoulder height to manipulate equipment.
- Reach below waist level to manipulate equipment.

MOTOR SKILLS (fine and gross) – A student must be able to perform multiple motor tasks simultaneously. Fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care; steady arm and hand movements while manipulating objects or assisting patients.

- Able to lift 60 pounds.
- Operate and manipulate equipment; multiple operations may be required.
- Push/pull hospital beds; transport patients.
- Lift and move patients safely.
- Perform airway management and CPR.

COMMUNICATION – Students must be able to communicate orally and in writing with patients and members of the health-care team.

- Read and comprehend written material in English.
- Adept at using a computer, be knowledgeable in Microsoft Office Suite, be able to learn to use electronic medical records and be able to navigate and effectively use Blackboard.

INTELLECTUAL AND COGNITIVE ABILITIES – Students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. Problem solving, a clinical skill required of therapists, requires all these intellectual abilities.

BEHAVIORAL AND SOCIAL ATTRIBUTES – Students must possess the emotional health required to use their intellectual abilities fully.

- Exercise good judgment
- Promptly complete all responsibilities attendant to patient care
- Develop mature, sensitive and effective relationships with patients and other healthcare workers.
- Tolerate physically taxing workloads and to function effectively under stress.
- Adapt to changing environments
- Display flexibility

- Learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients.
- Demonstrate compassion, integrity, concern for others, interpersonal skills, interest and motivation

*Student must be able to demonstrate all the above with reasonable accommodations.

STANDARDS OF ETHICAL CONDUCT OF THE PTA

All MXC PTA students will be expected to uphold the standards of ethical conduct of the PTA in classroom, laboratory, and clinical education coursework. The Standards of Ethical Conduct of the PTA can be found at the website below.

VALUE BASED BEHAVIORS

All MXC PTA students will be expected to demonstrate value based behaviors of the PTA in classroom, laboratory, and clinical education coursework. The Value Based Behaviors of the PTA can be found at the website below.

ACADEMIC DISHONESTY

(City Colleges of Chicago Student Policy Manual, pgs. 67-68)

Academic Dishonesty Academic dishonesty is a serious offense, which includes but is not limited to the following: cheating, complicity, fabrication and falsification, forgery, and plagiarism. Cheating involves copying another student's paper, exam, quiz, or use of technology devices to exchange information during class time and/or testing. It also involves the unauthorized use of notes, calculators, and other devices or study aids. In addition, it includes the unauthorized collaboration on academic work of any sort. Complicity, on the other hand, involves the attempt to assist another student to commit an act of academic dishonesty. Fabrication and falsification, respectively, involve the invention or alteration of any information (data, results, sources, identity, etc.) in academic work. Another example of academic dishonesty is forgery, which involves the duplication of a signature in order to represent it as authentic. Lastly, plagiarism involves the failure to acknowledge sources (of ideas, facts, charges, illustrations, etc.) properly in academic work, thus falsely representing another's ideas as one's own.

In individual cases of academic dishonesty, sanctions may range from a written warning to a failing grade for the course; the severity of the penalty is left to the discretion of the instructor. Additional sanctions may be imposed up to and including dismissal from the City Colleges of Chicago when circumstances warrant it and/or the revocation of a previously awarded degree or certificate (see Revocation of Degrees or Certificates on page 55 of City Colleges of Chicago Student Policy Manual).

The PTA program takes academic honesty very seriously. At minimum, any incidents of academic dishonesty in the PTA program will result in a "0" for the assignment, quiz, skill competency check, or examination.

STUDENT FILES AND CONFIDENTIALITY

All student records are maintained by the PTA program director. This file contains basic personal contact information, admissions data, signed student agreements, complaints, grievances, and documentation of oral and written warnings. All health related, drug, and background check information will be stored through the Castle Branch system to which the student has access at any time. The program follows the student access to information policy in the Academic and Student Policy Manual which outlines the procedure to request access to your student file and limitations of access.

CHANGE OF PERSONAL INFORMATION

It is very important the program have current contact information for you. Any change of personal information such as your name, address, phone number, legal status must be reported to the PTA Program Director and the

Office of the Registrar on campus. Changes should be reported as soon as possible after a change occurs.

HEALTH INSURANCE

Students are required to maintain health insurance throughout the entirety of the program. Proof of health insurance must be provided to the program director prior to the first day of class. Students are responsible for all costs incurred.

Student Health Coverage Insurance

The District recognizes that certain courses of study and specific classes may place a Student at greater risk given the nature of the curriculum and associated laboratory, practicum or applied task required by the class syllabus. The District administers a Student Accident Health Plan* (SAHP), for Students enrolled in certain courses of study during the period of time the Student is engaged in official activities associated with the class, laboratory, practicum or applied task. While the District administers a SAHP, Students of Malcolm X College Health Sciences Programs are *encouraged* to have healthcare insurance coverage that will ensure the appropriate level of coverage should he/she be injured while engaged in any official course, lab or clinical activities on Malcolm X College premises and/or while engaged in such activities at an assigned clinical facility. ***SAHP coverage may not cover the full amount of health costs associated with an injury incurred while performing program related tasks associated with a course, lab or clinical.*** Students are required to report any injury immediately to the instructor present and to the Dean of the program for which he/she is currently enrolled.

PHYSICALS AND VACCINATIONS

Students are required to provide evidence of a current physical and a current vaccination record. The students will also be required to show evidence of titers and Hepatitis B injections prior to the first day of the program. A flu vaccination will be required in the fall prior to engaging in clinical education. All health records required will be stored in Castle Branch document manager system. It is the student's responsibility to incur the cost of this management system. Students may access their medical file at any time through Castle Branch. Failure to do so may impact the student's ability to participate in clinical education and progress through the program. Physical examination and vaccination records will only be reported to various clinical sites to comply with facility specific regulations and infection control standards. Clinical education sites may require repeated testing prior to clinical education. The student will be given advance notice if this will be required of them. Students are responsible for all costs incurred.

TB TESTING

Students are required to provide evidence of a current (<12 months old) negative 2 step TB test OR Chest X-ray OR Quantiferon- TB Gold prior to the first day of class. TB test results will only be reported to various clinical sites to comply with infection control standards. Students are also responsible for providing results to the program director prior to the first day of classes. Failure to do so may impact the student's ability to participate in clinical education and progress through the program. Clinical education site requirements may require repeated testing prior to clinical education. The student will be given advance notice if this will be required of them. Students are responsible for all costs incurred.

CPR

Students must provide documentation of current CPR certification to the program director prior to the first day of classes. Students are responsible for all costs incurred. American Red Cross or American Heart Association certifications BLS for the HEALTHCARE PROVIDER are accepted. If certification will expire prior to clinical education experiences, the student must complete re-certification. It is the student's responsibility to maintain current CPR certification. Failure to do so may impact the student's ability to participate in clinical education and progress through the program. Students are responsible for all costs incurred.

DRUG SCREENING AND CRIMINAL BACKGROUND CHECKS

Each student must complete a criminal background check prior to the first day of class. This background check is conducted to ensure that the ethics of the profession is held intact and to protect the community served by the student and is required to be eligible for clinical education experiences. A 9-panel drug screen must be completed within one month of clinical education or as stipulated by the student's clinical education placement. Students are responsible for the cost of both the drug screening and criminal background checks and any other incurred costs. Students are also responsible for providing results to program director prior to given timelines. Failure to do so may impact the student's ability to participate in clinical education and progress through the program.

ATTENDANCE POLICY

For your success, attendance is mandatory throughout the duration of the physical therapist assistant program. Vacations, appointments, or other activities that will cause absences from school should not be scheduled during class, laboratory, or clinical time.

Unexcused absences (i.e. vacations, appointments that are non-emergent in nature, etc.) will not be tolerated. It is the discretion of the faculty to determine if an absence is excused or unexcused. In addition, patterns of behavior in regard to both tardiness and absences (both excused and unexcused) may impact the student's ability to progress successfully through the program.

The faculty understand that excused absences (i.e. illness of self, children, life altering events, etc.) will happen. In the event of an absence, the student should **CALL the program director's office phone (312.850.7021)** and leave a voicemail message clearly stating your name and reason for absence or tardiness **BEFORE** the start of class. Notification of the student's absence by classmates or email is not acceptable. Failure to do so may result in the absence being counted as an unexcused absence. This policy is not enacted to be punitive, but to prepare you for what the clinical environment will expect of you.

While not mandatory, as a professional courtesy, the student should attempt to call and/or email the faculty member whose class they will be missing. The student is responsible for all missed material including announcements, lectures, assignments, homework, quizzes, computer simulations and audiovisuals.

General attendance guidelines and consequences

1. For every class period missed, one (1) absence is accumulated.
2. A student more than five minutes late or leaving class early with or without instructor permission is considered tardy.
3. Three (3) tardies constitute one (1) absence.
4. An arrival to or departure from a class of greater than 15 minutes from the beginning or end of class will be considered an absence.
5. Three (3) absences (excused or unexcused) in any class per semester, will result in the lowering of the student's final grade by one letter grade. After three absences, each additional absence will result in a full final letter grade drop. Failure to achieve a final grade of "C" or better in any course will result in dismissal from the program.
6. Make-up work is required for all absences in order to ensure that the student acquires information and skills presented during his/her absence (see Make-up work section). It is the student's responsibility to schedule a time with the instructor(s) to make up any missed lab skill competencies, quizzes, tests, exams, or other graded assignments at the convenience of the course instructor(s).
7. An absence will be considered excused by provision of a note written and signed by a medical professional and by uncontrollable or unavoidable extenuating circumstances as documented below. All other absences/tardies will be considered unexcused.
8. A written verbal warning will be given for the first unexcused absence or tardy. A written warning will be given for every subsequent absence or tardy. The Progressive Discipline Warning Form will be used to

document these occurrences and will become part of the student's PTA Program Student file. Please see Forms section of the handbook to view the Progressive Discipline Warning Form.

Further explanation of excused absences is as follows:

- "A student's serious illness" shall mean a condition such as pneumonia, surgery, hospital confinement, or valid documented medical reason. A physician's documentation verifying illness must be provided.
- "Death in the immediate family" shall be interpreted to mean mother, father, mother-in-law, father-in-law, spouse, child, brother, sister, grandparents, or significant other. Documentation must be provided.
- "Statutory government responsibilities" refer to such matters as jury duty or subpoena for court appearance. Documentation must be provided.
- Inclement weather – see policy below.

Attendance Policy Addition due to COVID-19

If you are required to isolate or quarantine due to COVID-19, you must contact your instructor as soon as possible to provide appropriate documentation via email and to receive guidance on continuing your learning in a remote environment for the required quarantine period. In-person absence due to isolation or quarantine will be considered an excused absence and will not affect your course grade; however, you are still responsible for any remote coursework and assignments provided by your instructor. Prior to returning to an in-person class following isolation or quarantine, you must submit proof of health by completing the required CCC [Healthcheck](#) and showing it to security before you will be allowed to enter the building.

Attendance Expectations specific to Hybrid Learning

Some class sessions will meet remotely and some class sessions will meet in person on campus. Please refer to your course schedule and syllabus for exact dates. You are expected to attend all required remote and in-person class sessions. Before entering the building to attend class, you must complete the CCC [Healthcheck](#) available through the Student Portal, and show the results of the [Healthcheck](#) to security at the entrance.

If students are not able to attend a live Zoom session due to an unforeseen schedule change or external circumstance, they are expected to contact the course instructor for instructions.

At times when learning takes place asynchronously, students will demonstrate attendance and participation by completing the tasks assigned by the course Instructor. Asynchronous course activities can include (but are not limited to) submitting an assignment through participating in a discussion board forum, writing a reflection, taking a quiz, or submitting a video assignment.

INCLEMENT WEATHER POLICY

If it becomes necessary to cancel classes due to emergency or inclement weather conditions, the Program Director, or designee will inform the students by email. Students should maintain their contact information (email, phone number) current with the CCC Emergency Notification System [CCC Emergency Notification System](#) for current notifications. Please note, in clinical education, students must abide by facility policies for inclement weather.

MAKE-UP WORK

Each student is responsible for all material and techniques presented in class and labs. If a class is missed, the student is responsible for obtaining from a classmate, notes, handouts and information covered during that absence. It is the student's responsibility to schedule a time with the instructor(s) to make up any missed lab skill competency checks, quizzes, tests, exams, or other graded assignments at the convenience of the course instructor(s).

Lab skill competency checks must be made up within one week of the date absent. The student is not allowed to progress with lab skill competencies or lab practical examinations until missed competencies are completed.

If a quiz, test, exam, or graded assignment is missed (due to an excused absence), it is the student's responsibility to consult the instructor about making up the work or turning in an assignment as soon as able or upon return to campus. Assignments due on the date of excused absence must be turned in the next time the student is on campus; otherwise, the student will receive a "0" for the work missed.

An unexcused absence will result in a "0" for any missed quizzes, test, exams, or in class assignments given during the unexcused absence; the student will NOT have the opportunity to make up the missed work.

LATE ASSIGNMENTS

It is expected that all assignments are completed by the due date. Late assignments are subject to a 50% grade reduction if past due. Assignments submitted more than one week past the due date will be awarded **NO** credit.

GRADING POLICY AND MAINTAINANCE OF GOOD ACADEMIC STANDING

GRADE	VALUE	DESCRIPTION	GRADE POINTS
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Average	2
D	60-69	Below Average	1
F	<60	Failure	0

Students enrolled in the PTA program must receive a final course grade of "C" or better and maintain a GPA above 2.0 to continue to progress through the program. Additionally lab practical and skill competency checks must all be passed with a grade of 75% or better to pass a course. Failure to do so will result in suspension from the PTA program. Please see additional requirements of lab practical and skill competency testing to progress through the program.

SUSPENSION

Students who do not maintain good academic standing at the end of each semester will be suspended from the program. There is no guarantee that a student who is suspended from the program for failure to maintain good academic standing will be readmitted into the program the following year. Please see readmittance policy below.

WITHDRAWAL

If a student withdraws from a course, the student will no longer be allowed to progress in the program. It is strongly encouraged that a student meet with their college advisor and the program director prior to making this decision. There is no guarantee that a student that withdraws from coursework will be readmitted into the program the following year. Please see readmittance policy below.

DISMISSAL

Dismissal may result from any of the following:

- Failure to comply with student *Standards of Conduct* outlined in the Academic and Student Policy Handbook and the PTA Student Handbook.
- Violation of conduct outlined in the Illinois Physical Therapy Practice Act.

- Failure to comply with policies, procedures, and regulations of clinical education site.

DISCIPLINARY ACTION: ORAL AND WRITTEN WARNINGS

For any violation of the policies and procedures in this handbook or in the Academic and Student Policy Manual will result in an written oral warning for the first offense and written warnings for subsequent offenses. It is the discretion of the faculty member and program director to pursue further disciplinary action depending on the nature and frequency of violations or offenses.

DISCIPLINARY HEARINGS AND APPEALS PROCESS

Policy and procedures regarding disciplinary hearing and student appeals process is outlined in the Academic and Student Policy Manual for violations of the student *Standards of Conduct*.

READMITTANCE

Re-admittance into the program is NOT automatic. **Only students who were suspended or withdrew** from the program will be allowed to apply for readmission into the program.

Students Dismissed from the Program

Students dismissed from the program **will NOT** be allowed re-admittance into the program.

Withdrawal, Suspension or Failure to Progress

Due to the nature of the progression of course work (and the progression policy) students who leave the program prior to completion cannot re-enter the program until the following year. If the student is suspended in the summer semester (first semester of technical year of PTA program), the student will be required to reapply to the program. If the student withdraws within the summer semester (first semester of the technical year of the PTA program), the student will be required to complete the program in its entirety beginning with the summer semester (first semester of the technical year of the PTA program). If the student is suspended or withdrawals within the fall or spring semesters (second and third semesters of the technical year of the PTA program), the student will be required to demonstrate retention of knowledge and skills prior to re-entering the program and may be required to repeat previous coursework. If it is determined that the student must re-take coursework, the student is responsible for all tuition costs.

Please also refer to the Progression Policy for the PTA program.

Veteran's Readmission Policy

Non-Attendance Due to Military Service In accordance with Illinois Statute (330 ILCS 60/5.2) a service member enrolled in courses and unable, because of his or her military service, to attend classes on a particular day or days has the right to be excused and to reschedule a course examination administered on the missed day or days. The student and instructor are to determine if the student will be able to successfully complete the course due to missed classes or if the student needs to withdraw due to military service. A copy of military leave orders must be presented to each instructor prior to the student's absence(s). Successful completion of the course(s) remains the sole responsibility of the student. For additional information please visit Malcolm X College's Veterans Services Center <https://www.ccc.edu/colleges/malcolm-x/departments/Pages/Veterans-Services.aspx> If a student's military service requires them to take a leave of absence (more than 30 consecutive days of active duty), the student should withdraw due to active military service. In accordance with the Higher Education Act 2008; Public Law (110-315), the service member is entitled to be readmitted in the next class or classes in their program after giving notice to re-enroll.

WRITTEN EXAMINATIONS AND REMEDIATION

MXC PTA students can anticipate written examinations in the form of unit exams and/or midterm and final examinations. There is no re-testing of written examinations. Students scoring below a grade of 75% on written examinations will be required to complete remediation of the examination at the instructor's discretion for method of remediation. Despite remediation, initial examination grades will stand.

LAB PRACTICAL EXAMINATIONS AND REMEDIATION

PTA students will be required to complete lab practical examinations throughout the coursework. Lab practicals are intended to mimic comprehensive realistic patient care scenarios. Students must pass all lab practical examinations with a grade of 75% or better. If a student fails to make at least a grade of 75% or better on a lab practical exam, the student must take a make-up exam within one week to demonstrate competency. The make-up exam grade will be averaged with the initial exam grade and can only result in a maximum grade of 75%. Failure to make up the lab practical exam will result in suspension from the program. *All failed lab practical exams must be formally remediated with a faculty member prior to retaking the exam.* It is at the discretion of the faculty to what extent the lab practical must be remediated based on the lab practical rubric. It is the student's responsibility to set up a time with the instructor to make up any lab practical exams and to attend the remediation session. The make up lab practical exam cannot be taken on the same day as any other examinations and must be scheduled at the instructor's convenience. Evidence of remediation with a faculty member must be documented on the Lab Practical Remediation Form. Students are allowed one attempt to remediate each lab practical. Failure to achieve a score of $\geq 75\%$ on the second attempt of the lab practical will result in a failing grade for the course and suspension from the program.

SKILL COMPETENCY CHECKS AND REMEDIATION

Lab skill competencies represent discrete skills performed by a PTA that are part of a larger clinical encounter. PTA students must pass all lab skill competencies in order to progress to the next set of lab skill competencies and lab practical examinations. Prior to formal assessment, the student must receive feedback from at least one peer and faculty member. If a student fails a lab skill competency, the student has 2 additional attempts to pass the competency. After the first failure, a student must remediate the competency with a student who successfully passed the competency. If the student fails a second time, the student must remediate the competency with a faculty member. A third failure will result in failure of the course and suspension from the program.

Students are allowed to remediate a total of 25% of skill checks each semester. It is the student's responsibility to schedule time to remediate failed lab skill competencies convenient for peers and/or faculty members. Evidence of remediation with a peer and/or faculty member must be documented on the Lab Skill Competency Remediation Form. If greater than 25% of skill checks each semester are not passed on the first attempt, the student will receive a failing grade and will be suspended from the program.

SKILL COMPETENCY TIMETABLE

COMPETENCY	PTA 110	PT A 15 0	PTA 160	PTA 170	PTA 171	PTA 201	PTA 200	PTA 220	DATE COMPLETED
Infection control	X*								
Vital signs	X								
Draping and positioning	X*								

Body and lifting mechanics	X*								
Goniometry UE		X							
Goniometry LE		X							
Goniometry Spine		X							
MMT UE		X							
MMT LE		X							
MMT Spine		X							
Anthropometric measurement		X							
Sensory testing I		X*							
Bed mobility I		X							
Transfer training I		X							
AD fitting		X							
Gait training I		X							
Stair navigation		X							
W/C mobility		X							
Posture			X						
Therex strengthening UE			X						
Flexibility UE			X						
PROM UE			X						
Therex strengthening LE			X						
Flexibility LE			X						
PROM LE			X						
Therex strengthening Spine			X						
Flexibility Spine			X						
PROM Spine			X						
Balance intervention I			X*						
Superficial heat				X					

Superficial cold				X					
US				X					
TENS/IFC				X					
NMES				X					
Biofeedback				X*					
Traction				X*					
Manual therapy				X					
Heart and lung auscultation					X				
Peripheral pulses					X				
Breathing exercises					X				
Airway clearance techniques					X				
Aerobic exercise intervention					X				
Bed mobility II						X*			
Transfer training II						X*			
Gait training II						X			
Balance testing						X			
Balance intervention II						X*			
Reflex testing						X			
Sensory testing II						X			
Sterile technique							X		
Compression wrapping							X*		
Wound care: Assessment and measurement							X		
Wound care: Dressing change							X		

*Denotes group skill check.

GRIEVANCE PROCEDURES

In general, it is best practice to first address all complaints directly with the persons involved. If the student is unable for any reason to address the person(s) involved or resolve the complaint, the student should address the

issue with the course instructor. If the complaint involves the course instructor, the student may reach out to the program director with their complaint. If the complaint involves the program director, the student may contact the Dean of the Department of Health Sciences.

Any non-academic grievances beyond the control of the PTA program should follow City College's Non-Academic Grievance (Complaint) Policy outlined in below.

COMPLAINTS

Non-Academic Formal Complaint Filing Procedure

The Complaints/Compliments Management System is an online portal, whereby City Colleges of Chicago (CCC) students, faculty, staff, and community members can submit a formal complaint or compliment regarding an academic or non-academic matter. Complaints and/or compliments can be submitted [here](#). Alternatively, the complaints/compliments management system can be found under "Quick Links" from the Malcolm X College homepage.

Complaints that are appeals for Instructional Grading, Academic Dishonesty, or Enrollment Status or other identified policies must follow the separate policy and procedure.

Procedure for Filing a Formal Non-Academic Complaint

Students, faculty, staff, and community member, once into the system must first select to file a complaint and select the appropriate CCC college location associated with the compliment or complaint. Next, the individual is required to select the appropriate category and select to provide supporting documents. Once the complaint is submitted, a notification is sent to the arbiter and a copy of the complaint and confirmation of the receipt is sent to the filer.

Each college department with a complaint category assigned to them, has a department lead (arbiter) designated to process the complaint and resolve issues in a timely manner. Per the CCC policy for grievances [or complaints] outside of the grade appeal process, students receive a response within five business days. A response may include, but is not limited to: a request for further information, a suggested resolution, or a final disposition. In the event a student wants to appeal a decision or is dissatisfied with the outcome, an appeal can be filed.

Oversight of Complaint Management System

All complaints are tracked from initial submission to final disposition and archived within Complaints/Compliments System. The Complaints/Compliments System is monitored by Malcolm X College's Ombudsman. Oversight of timely resolution of complaints through the system, in accordance with the CCC Non-Academic Student Complaint Policy is managed by a designated administrator (or Ombudsman) at each college.

The PTA program director and/or the dean of health sciences are responsible for addressing the concerns raised.

DRESS CODE

Class and laboratory

Students are required to purchase at minimum one PTA polo to wear for lab practicals, clinical education, and other program related activities as instructed. When the PTA required uniform is necessary, khaki or black dress or athletic pants are acceptable. Shoes must be closed toed, provide adequate traction, and be clean. Tennis shoes are highly recommended. Name badge must be worn and visible.

Students should be dressed appropriately for lab prior to the beginning of each lab session unless specified differently. Students not dressed properly for lab will receive a “0” for any lab work for that lab period and may be asked to wear a patient gown or may be asked to leave. Remember, when not dressed properly for lab one deprives himself/herself and a partner of valuable learning opportunities.

WOMEN: Shorts, sports bras, tank tops, and/or sports halter tops are required for labs. T-shirts/hoodies and sweat pants may be worn over the clothes when practicing on a partner.

MEN: Shorts and T-shirts/Tanks. There will be instances when men will be asked to remove their shirts. T-shirts/hoodies and sweat pants may be worn over the clothes when practicing on a partner.

Clinical education experiences

See Clinical Education Dress Code in subsequent section.

CLASSROOM/LABORATORY SAFETY AND ETIQUETTE

Our students’ privacy, safety, modesty, and dignity is an utmost concern of the PTA faculty at Malcolm X College. As a PTA student you will serve as a model for your peers to physically practice the various physical therapy assessments, measurements, and interventions taught throughout the curriculum. Additionally expensive, state-of-the-art, clinical grade equipment has been purchased for use in the PTA laboratory. Improper use of this equipment may cause serious injury. Therefore, students are expected to abide by the following rules and guidelines at **ALL** times.

1. Attend each class on time.
2. Do not talk when the instructor or peers are speaking.
3. Be prepared, attentive, and participate in class and lab.
4. Only PTA students are allowed in the PTA laboratory.
5. No children are allowed in the classroom or PTA laboratory.
6. No food or drink are allowed in the PTA laboratory.
7. It is recommended that any drinks brought into the classroom have a top or lid.
8. You are responsible assisting maintaining a clean and orderly classroom and laboratory by returning all equipment or supplies used to their correct storage location.
9. All equipment should be disinfected appropriately between student use or at the end of each laboratory period.
10. No equipment or supplies should be removed from the PTA laboratory.
11. If a machine is malfunctioning or if you damage or become aware of damage to it, stop using it, turn it off, and unplug it. Report this to your lab instructor immediately so appropriate medical equipment maintenance engineers can be contacted to provide needed repairs and monitoring.
12. Do NOT use any electrical equipment that lacks a current, valid safety inspection sticker or any equipment that is marked with an ‘UNSAFE – DO NOT USE’ sign. Equipment is calibrated annual and checked for safety and working function.
13. If you are unsure of what you are doing, stop and ask for assistance from the instructor before proceeding.
14. Modality equipment such as ultrasound, electrotherapeutics, and traction may not be used without the **PRESENCE** of a faculty member in the laboratory. Faculty members reserve the right to limit use of any equipment until they feel they feel students have had adequate supervised training to use the equipment in a safe manner.
15. All students MUST respect the dignity and privacy of their fellow peers. For example, use the curtain and drape when appropriate, refrain from inappropriate sexual remarks and behavior, do not question a fellow student for specifics as to why their medical limitation prevents them from fully participating in an activity, and other behaviors that may be interpreted as demonstrating disrespect. **THIS BEHAVIOR WILL NOT BE TOLERATED** and is subject to disciplinary action.
16. PTA students should only practice PTA skills on other PTA students.

17. Students should be prepared to dress in laboratory attire and footwear each day unless otherwise indicated by the course instructor. Failure to wear appropriately lab attire may result in being asked to leave the PTA laboratory.
18. Students must speak to the course instructor prior to laboratory participation if they have been absent for classroom lecture or instruction.
19. PTA students may use the PTA laboratory for practice. A student can do this by scheduling time with a faculty instructor or by attending the scheduled open hours. No PTA student is permitted in the PTA laboratory without the presence of a faculty member.
20. Under **NO** circumstances should electronic transmission of photographs of any person be electronically transmitted without expressed permission. Note: Anyone wishing to record a portion of a lecture or lab must secure instructor permission before each session. The instructors do **NOT** authorize use of any portion of their materials, voice, image, or likeness without written consent.

HAZARDOUS MATERIAL OR BODILY FLUID EXPOSURE

To avoid injury or illness related to hazard materials or bodily fluids, students should use personal protective equipment (PPE) when performing or simulating direct patient care in the classroom, laboratory, and clinical setting.

Any soiled linen should be placed in dirty linen container to be laundered. Linen saturated with blood should be placed in a biohazard bag. An instructor should be notified for appropriate disposal.

Any hazardous material will be marked accordingly and will have a Material Safety Data Sheet (MSDS) available in the laboratory work station.

A first aid kit will also be kept in the laboratory work station for minor incidents.

Any exposure incident should be treated by the appropriate medical professional as the nature of the exposure dictates. An incident report should be filed with security as soon as possible. MXC Security: (312) 850-7168

MEDICAL EMERGENCIES

In the case of any medical emergency, it is imperative to remain calm and seek help immediately by calling 9-911 from any campus phone or 911 on your cell phone. Notify an instructor and/or nearest MXC employee immediately. An incident report should be filed with security as soon as possible. MXC Security: (312) 850-7168

FOOD AND BEVERAGES

No food or beverages are allowed in the PTA laboratory or virtual hospital spaces. Any drink containers brought into the classroom should have lids. If a spill should occur, it is the student's responsibility to clean the area appropriately.

CELL PHONE USE

Use of cell phones is prohibited in class/lab. Phones are NOT allowed and should be kept out of sight during class time. If the student is observed using the phone (texting, calling) during class he/she will be asked to turn the phone off and surrender it to the instructor. The phone will be returned at the end of the class period. If the student desires to use the phone to access course materials, the student is asked to inform the instructor prior to class for

approval. If a student's cell phone rings in class, the student will be required to turn off the phone immediately. If a student is expecting a very important call, he/she is to notify the instructor prior to class regarding the nature of the situation. The student will be asked to keep the phone silent, and upon receiving the call he/she must step out of the room to answer.

RECORDING DEVICES

Under no circumstances should a student record (video or audio) an instructor, peers, guests, or other MXC employees without their expressed consent. Any violation will result in disciplinary action.

If a teleconferencing platform, such as Zoom is used for instruction, instructors will record the session to allow students the opportunity to review the recording at a later date to enhance learning. Students should alert the course instructor prior to the start of class with any issues pertaining to this procedure.

SOCIAL MEDIA

Social Media Policy (College)

Students enrolled in Health Sciences and Nursing programs at Malcolm X College must adhere to the Social Media Policy. Students must abide by the Standards of Conduct listed in the Academic and Student Policy Manual.

Prohibitions

Students are prohibited from taking and/or recording and/or sharing photos or videos of classroom and lab spaces while class and/or lab session held on campus or at clinical sites. Students are prohibited from taking and/or sharing photos or videos of clinical sites at any time. Students are prohibited from making any reference to any patient in their care, any patient in the care of an instructor, or any patient in the clinical facility. Students are prohibited from revealing any information in violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Read more about HIPAA [here](#) and HIPAA for professionals [here](#).

Warnings

Students should be mindful of possible violations of HIPAA laws and the disclosure of individual identifying information. Ignorance of HIPAA laws is not a defense of violations and students who violate the law will be held to the standards of it regardless of knowledge or foreknowledge. Violating the social media policy and/or HIPAA law can result in immediate dismissal from the program and the student may be prohibited from being admitted into another MXC health sciences or nursing program.

As a student enrolled in a health care program, it is your responsibility to be aware that social media posts that reference activities in the classroom, lab, or clinical sessions of your health sciences program may inadvertently disclose protected information. Any inadvertent disclosure is subject to discipline under the prohibitions of this policy.

Penalties

Students in violation of the Social Media Policy are subject to disciplinary measures from their Program and/or the Department of Health Sciences and *depending upon the nature of the violation*, up to and including dismissal from the program and/or college. The judicial process as outlined in the [Academic and Student Affairs Policy Manual](#) will be followed for disciplinary matters. If a student is dismissed from the program/college for violation of this policy, no refund will be made regarding tuition, fees, and/or other Program costs.

The following is adapted from the APTA Standards of Conduct in the Use of Social Media

[http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandrdsConductSocialMedia.pdf#search=%22use of social media%22](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandrdsConductSocialMedia.pdf#search=%22use%20of%20social%20media%22)

Because social media creates opportunities to communicate in a public forum, students should always consider the following in regards to its usage:

Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) must be knowledgeable and respectful of the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media.

PTs, PTAs, and students who use social media should represent their own views and be professional and accurate in their communications.

Errors and omissions in communication, harassing statements, and unprofessional language presented via social media may have a long-lasting and possibly negative impact on the individual or the physical therapy profession

PTs, PTAs, and students shall consider when and how to separate their personal and professional lives on social media.

PTs, PTAs, and students should be knowledgeable about employers', educational institutions', or clinical training sites' published policies on social media.

Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) shall consider whether to interact with patients on social media or create separate personal and professional social media profiles.

PTs, PTAs, and students shall not misrepresent when they are speaking for themselves or the American Physical Therapy Association (APTA), other organizations, educational institutions, clinical sites, or employers.

If an individual identifies content posted to social media by a colleague that appears unprofessional, s/he has a responsibility to bring that to the attention of the individual that has posted the content so that s/he can remove it or take other appropriate action.

PTs, PTAs, and students engaging in social media activities shall demonstrate appropriate conduct in accordance with the Code of Ethics for the Physical Therapist and Standards of Ethical Conduct for the Physical Therapist Assistant.

ELECTRONIC COMMUNICATION

All students are required to utilize the Malcolm X College e-mail system for electronic communication with College/Program faculty and personnel. Students should check their e-mail daily (including during clinical education experiences) as instructors use this for the primary means of communication outside of class. Students are responsible for content of their email communication. Inappropriate material or material in bad taste sent may be subject to disciplinary action as determined by program director. This includes any disrespectful or denigrating comments about another person.

Electronic Communication Etiquette: Students are to use appropriate and professional etiquette when communicating with College faculty or personnel, or any representative of the Program including clinical instructors.

This includes, but is not limited to:

- Appropriate salutation or greeting by name (i.e.- Hello, Dr. Smith, Hi Jane, etc)

- Full sentences with appropriate grammar —(no text-message shortcuts or jargon)
- Closure- (i.e.- Thanks, Mary; Regards, Tom)

PATIENTS/HUMAN SUBJECTS

Informed consent should be received and documented from any human subject participating demonstrations in in classroom and/or laboratory activities. This will be the responsibility of the faculty of the coordinating the participation. All students are expected to approach patients and human subjects in classroom and/or laboratory coursework with the utmost professionalism.

CLINICAL EDUCATION

INTRODUCTION

Clinical education is an exciting time the life of the student PTA. It is a time when you expand upon your classroom education and skill training in the workplace to further develop your competence towards becoming an entry level PTA. In addition to the policies, procedures, and expectations outlined in this manual thus far, additional policies, procedures and expectations relate to clinical education. This section of the PTA Student Handbook is dedicated towards the goal of providing guidelines and standards for accepted behavior for the student PTA to develop into a mature, responsible physical therapist assistant. During the technical year of the program, each student PTA (SPTA) will participate in two eight-week full-time (forty hour/week) clinical education experiences for a total of 640 hours of clinical education.

It is expected that Malcolm X College PTA students consistently demonstrate professional and ethical behaviors when they are representing Malcolm X College or the PTA profession in any way. All malpractice laws apply to students as they do to licensed professionals, and as such students need to be aware of the implications to their careers of unprofessional behavior. *PTA students must abide by the American Physical Therapy Associations Standards of Ethical Conduct for the Physical Therapist Assistant and the Values Based Behaviors for a PTA* outlined in this handbook in addition to compliance with the policies and procedures specific to the Malcolm X College PTA program, the Academic and Student Policy Handbook, and the clinical education site.

DEFINITIONS, ROLES, AND RESPONSIBILITIES IN CLINICAL EDUCATION

Clinical Site

A health care facility with a legal agreement with MXC to provide clinical experiences for PTA students.

Clinical education experience=clinical practicum=clinical rotation=clinical affiliation

This terminology is often used interchangeably to denote the course in the PTA Program where the student participates in education at a specifically selected clinical site under the direct supervision of a clinical instructor and direction of the Academic Coordinator of Clinical Education (ACCE).

ACCE = Academic Coordinator of Clinical Education

The ACCE is a full-time faculty member employed by MXC and is responsible for development, coordination and evaluation of the clinical education program. Roles and responsibilities of the ACCE:

- Ensure only those students who meet eligibility requirements participate in clinical education
- Secure executed clinical education affiliation agreements prior to the start of the clinical experience
- Maintain active agreements with participating clinical sites
- Serve as the liaison for the student, CCCE, and CI
- Assist with problem solving and troubleshooting as requested by clinical faculty and/or students
- Function as administrator of the PTA CPI Web
- Assign final grades for the clinical experience

SCCE= Site Coordinator of Clinical Education (formerly CCCE=Center Coordinator of Clinical Education)

The SCCE is employed by clinical education site to facilitate clinical education opportunities between academic institutions and the clinical facility. This person may or may not be a physical therapist or physical therapist assistant. Roles and responsibilities of the CCCE:

- Communicate with the ACCE regarding availability of placements for students
- Report any significant changes of the clinical site's clinical education program to the ACCCE
- Serve as a liaison between the CI, the student, and the ACCE
- Assign students to a qualified CI (see CI roles and responsibilities)

- Assist with troubleshooting and problem solving
- Assist with evaluation of student performance if necessary

CI= Clinical Instructor

The CI is an employee of the clinical site who is responsible for the direct supervision of the student while on the clinical rotation. The CI is a licensed PT or PTA with at least one year of experience in the clinical area in which they are teaching. Roles and responsibilities:

- Provide an orientation for the student and review pertinent facility policies and procedures
- Supervise the student for the duration of the clinical experience
- Perform an evaluation of the student's performance using the PTA CPI Web at midterm and final weeks of the clinical rotation
- Coordinate weekly structure for the student
- Coordinate opportunities for the student to participate in direct patient care and teaching
- Coordinate opportunities for the student to observe and participate in aspects of clinical practice other than patient care.
- Maintain confidentiality of information related to student evaluation
- Assist in evaluation of the clinical education program
- Ensure the student is appropriately introduced as such (PTA student or PTA intern)
- Make appropriate introductions when a student is first introduced to a patient and ask permission from the patient for the student's participation in his or her care.
- Serve as a role model of the PT-PTA relationship

PARTICIPATION

Participation in clinical education is mandatory to graduate from the MXC PTA program. In order to participate in clinical education, the student must:

- Be in good academic standing by passing all prior coursework with a grade of "C" or better.
- Successfully passed all prior skill competency checks.
- Fulfilled all requirements for the clinical education site (e.g. medical physical, immunizations, CPR, background checks, etc.)

CLINICAL EDUCATION IN THE CURRICULUM

The clinical education of the MXC PTA program consists of 2 full-time (40 hrs/week) 8-week separate experiences, totaling 640 hours.

PTA 211: Clinical Education I (integrated experience)

Fall semester, 2nd 8 weeks of semester, October-December

PTA 260: Advanced Clinical Education for the PTA (terminal experience)

Spring semester, 2nd 8 weeks of semester, March-May

Students will be placed in two different locations which allow them to meet the depth and breadth of practice required of entry-level PTA clinicians. The ACCE is responsible for monitoring each student's experience to ensure that this expectation is met by each student. Elements leading to sufficient depth and breadth of experience include varied practice settings, opportunities for interprofessional activities, exposure to the PT-PTA team, and treatment of patients across the life-span. The program utilizes on-campus simulation activities to supplement students' clinical education experiences to ensure entry-level expectations are achieved.

ESTABLISHING CLINICAL EDUCATION EXPERIENCES

Clinical sites are established either by contact from the college level Director of Clinical Education (DCE) and/or the PTA program ACCE or by the clinical education site contacting the PTA program expressing an interest in working with students. A legal clinical education agreement must be completed and agreeable to both parties to establish a working clinical education relationship. Prior to students being sent to any site, the ACCE performs an assessment to determine compatibility of the strength/needs of the site relative to the needs of the PTA Program.

It is not appropriate for students to approach a potential clinical education site, however a student is welcome to suggest a potential facility or site for consideration to the ACCE/faculty. It is the responsibility of the ACCE to initiate contact with the appropriate parties at the potential clinical facility.

CLINICAL EDUCATION SITE SELECTION

Prior to beginning the clinical education site placement process, students will complete individual or group clinical education mentoring sessions during each semester of the program. Topics to be discussed during this session include current interests in physical therapy, personal circumstances that may impact clinical education, career goals, work history, observation hours, personal assets to clinical education such as fluency in a foreign language, and discussion of potential clinical sites that would be a good fit for that student.

Prior to each rotation, the ACCE will present to students a list and details of all available clinical sites. After review, students will be asked to provide their top five site choices with rationale. Students are encouraged to seek further information regarding each site prior to submitting top 5 choices in order to make an educated decision.

Assignment will be completed by the ACCE based on student choice, necessary program requirements, site availability, and factors that would promote optimal student learning based on ACCE or PD ongoing communication with the clinical education site. As appropriate, the opportunity to place students within the top 5 choices will be made. Ultimately, the ACCE will uphold the program requirement that students meet the depth and breadth of experience needed to meet entry-level expectations.

Finally, the program expects students to commute to assigned clinical sites within a 65-mile radius of the college for either or both clinical experiences. This covers up to the Wisconsin border to the north, DeKalb to the West, and Kankakee to the south. Travel time is considered during the assignment process but cannot be a deciding factor. The student is responsible for all transportation and any lodging expenses incurred. Students should anticipate and plan for this expectation.

PREPARING FOR CLINICAL EDUCATION

Eligibility Requirements

Prior to clinical education, students must comply with the following eligibility requirements listed below. Most of these requirements are to be provided as conditions of program acceptance.

1. Mandatory Titers
 - Measles (Rubeola)
 - Mumps
 - Rubella
 - Varicella
 - Hepatitis B Surface Antibody
2. 2 step TB test OR Chest X-ray OR Quantiferon- TB Gold
3. Tetanus (within the last 9 years)
4. Flu Vaccine (current season)
5. 10 panel drug screen

6. Criminal Background Check
7. CPR certification- American Heart Association BLS for Health Care Provider
8. OSHA training
9. HIPAA training
10. Health Insurance*
11. Health History Form
12. Healthcare Provider Release Form
13. Physical Assessment Form
14. Liability Insurance*: the college provides coverage for students during scheduled clinical education in the amount of \$1,000,000/3,000,000. It is recommended that students consider individual coverage at their own expense. Low cost student liability insurance can be purchased at www.hpsso.com

All health related, drug, and background check information will be stored through the Castle Branch system to which the student has access at any time. The ACCE will share with clinical sites verification of all the above information prior to the clinical experience start date to comply with clinical facility requirements. It is the student's responsibility to share documentation with a clinical education site if requested. A student will not be permitted to attend a clinical rotation if these required preparations are not completed as requested. Failure to submit the listed items will result in the inability to allow the student to participate at clinical and progress within this program. If a site requires additional requirements beyond those stated above, it is the student's responsibility to fulfil these requirements prior to the start of the clinical experience.

Student Health Coverage Insurance*

The District recognizes that certain courses of study and specific classes may place a Student at greater risk given the nature of the curriculum and associated laboratory, practicum or applied task required by the class syllabus. The District administers a Student Accident Health Plan* (SAHP), for Students enrolled in certain courses of study during the period of time the Student is engaged in official activities associated with the class, laboratory, practicum or applied task. While the District administers a SAHP, Students of Malcolm X College Health Sciences Programs are *encouraged* to have healthcare insurance coverage that will ensure the appropriate level of coverage should he/she be injured while engaged in any official course, lab or clinical activities on Malcolm X College premises and/or while engaged in such activities at an assigned clinical facility. ***SAHP coverage may not cover the full amount of health costs associated with an injury incurred while performing program related tasks associated with a course, lab or clinical.*** Students are required to report any injury immediately to the clinical instructor (CI) present and to the ACCE. The ACCE is responsible to disseminate information regarding student injury to the PD and Dean of the program for which the student is currently enrolled.

Student Malpractice/Liability*

The District recognizes the need for students enrolled in health care curriculum to apply skills and techniques garnered in the classroom in a practical and professional setting. To that end, Malcolm X College contracts with health care institutions, health service agencies and community organizations to accept its students in clinical practice as required by programs of study. Certainly, the Institutions, agencies and practitioners accepting students require assurances that commercial Insurance is in place to protect the Institution against claims that may arise out of the actions of the Students.

Students are responsible for any malpractice claims levied against them [personally] for actions that occur outside of scheduled clinical practice time.

*For both individual health insurance coverage, and student malpractice/liability insurance, students must adhere to the policies of the program and for any clinical site at which he/she is placed.

COVID-19 Vaccination

At this time, COVID-19 vaccination is not required by the Program. However, clinical education sites have begun implementing vaccination requirements as access to the vaccine increases. Thus, it is strongly recommended that you take the vaccine when it becomes available to you in order to avoid any limitations to your progression through the program. Students with hesitation or barriers to vaccination should speak with the Program Director for further guidance.

CLINICAL EDUCATION ATTENDANCE POLICY

Attendance is **mandatory** during clinical education experiences. Students are required to maintain the schedule of their clinical instructor, including off hours, weekends, and holidays.

Unexcused absences and/or excessive tardiness will not be tolerated and may result in removal from the clinical education experience and student suspension within the program. It is the discretion of the ACCE if another placement is available or allowable in this circumstance.

If a student will be absent (e.g. illness) or tardy, the student is required to call the clinical instructor and ACCE (312.850.7204) prior to the beginning of the workday. Failure to do so will result in disciplinary action that may include decrease in final course letter grade and/or removal from the clinical education experience. Removal from the clinical education experience may lead to the student's inability to progress within the program. Students **MUST** pass this course with a grade of "C" or better to graduate. Please see Attendance Policy (pg 23-24) and Progressive Disciplinary Warning Form (Forms section) in Student Handbook.

Excused absences include:

- "A student's serious illness" shall mean a condition such as pneumonia, surgery, hospital confinement, or valid documented medical reason. A physician's documentation verifying illness must be provided.
- "Death in the immediate family" shall be interpreted to mean mother, father, mother-in-law, father-in-law, spouse, child, brother, sister, grandparents, or significant other. Documentation must be provided.
- "Statutory government responsibilities" refer to such matters as jury duty or subpoena for court appearance. Documentation must be provided.
- Inclement weather – student must follow clinical education site policies.

Planned time off may be considered during clinical education experiences at the discretion of the student's CI and ACCE. No more than one planned day off during clinical education experiences is allowed. Planned time off must be discussed and approved by both the CI and ACCE *prior* to the clinical education experience.

It will be at the discretion of the ACCE if time missed for any of the aforementioned reasons needs to be made up. The ACCE will make this decision with input from the CI and/or SCCE. Hands-on experience is preferred, but other activities at the discretion of the CI, SCCE, and ACCE such as simulation or written assignments may be acceptable.

DRESS CODE

Students are expected to abide by the dress code of their clinical site. This will likely be different from the dress code expected at Malcolm X College. Be advised that professional attire is expected as well as school ID. Please refrain from wearing shorts, skirts, low cut shirts, brightly colored under garments that are visible through clothing, poorly fitting clothing (i.e. pants that are low-riding, clothing too tight), clothes that expose a bare midriff when raising your arms (Ladies may need to wear a camisole under shirts to prevent this from occurring or either tuck in shirts.) Shoes must be closed toed, provide adequate traction, and be clean. Tennis shoes are highly recommended. Clinical sites may have additional requirements.

HAIR, NAILS, JEWELRY, TATTOOS, PIERCINGS AND HYGIENE

Students are required to abide by policy and procedures of the clinical education site related to the following topics. Below are minimum requirements.

HAIR & NAILS: Nails must be short and clean. Nails should be shorter than the fingertips when observed from the palm side. There may be times both in coursework and in clinical education experiences where nail polish is not permitted. Hair should be clean and out of the way with rubber bands or hair clips as necessary.

TATTOOS: You may be asked to cover tattoos during professional activities or clinical education experiences per clinical education site policy.

JEWELRY: Jewelry should be kept at a minimum as it may be a breeding ground for bacteria or become caught in patient's clothing or hair due to the close contact required by many physical therapy techniques. No more than one ring on each finger should be worn. Dangling earrings, necklaces, and bracelets are not permitted. Excessive piercings may be required to be removed for student and patient safety.

HYGIENE: Since students work very closely with patients, physical therapy staff and other hospital personnel, it is imperative that the student maintains a high standard of personal hygiene in the clinic and lab. Poor personal hygiene will cause an unpleasant environment for everyone. Observe such basic habits as daily bathing, regular shampooing, use of deodorants, and good oral care. Avoid anything that causes bad breath, such as smoking, strong food, garlic, onions, etc. Avoid wearing strong perfume, cologne or after-shave. Instructors, patients, staff, and classmates may be allergic to any one of them and are often not permitted at clinical education sites.

TRANSPORTATION, MEALS, LODGING

Students are responsible for all transportation, meals, lodging, and other expenses required during clinical education experiences.

DRUG AND ALCOHOL POLICY

Drug and alcohol use is prohibited during clinical education experiences. Students are expected to behave in a manner appropriate to a place of study and learning at all times. The following kinds of behavior are contrary to those expectations and will be cause for college disciplinary action:

- Possession and/or consumption of alcoholic beverages except at an off-campus, non-school related activity where all in attendance meet the minimum age established by state law and where the location of the activity does not prohibit such beverages.
- Possession, sale, use or distribution of any narcotic drug, marijuana or other addictive or hallucinogenic substance prohibited by law.

If the CI reasonably suspects drug or alcohol use, the CI will notify the SCCE or on-site director/manager AND the ACCE. Communication with the student regarding this suspicion is required by all parties. A toxicology screen will be required. The clinical education site in conjunction with the ACCE will determine requirements for obtaining a toxicology screen. The student will be responsible for the cost of the toxicology screening. If the student refuses a toxicology screen, dismissal from the program will occur. If the student agrees and has a positive toxicology screen, the student will be dismissed from the program.

Prescription Drugs

Students must alert the PTA program director and/or ACCE before clinical education assignment of any prescription drug use that may alter the student's mood and/or thought processes so that any potential risk to patients may be avoided. Failure to report such medication use is subject to disciplinary action including dismissal from the program.

VIOLENCE FREE EDUCATION AND LEARNING ENVIRONMENT

In keeping with the City Colleges of Chicago Student Policy Manual, students shall not engage in any acts of violence, intimidation or coercion including threats of violence against any person on District property or while participating in District programs and activities. This includes behavior at all clinical sites. Failure to comply with this policy will result in disciplinary action including dismissal from the program.

USE OF CELL PHONE, INTERNET, and SOCIAL MEDIA

Students are expected to comply with all policies of the PTA program and any policies and regulations of the clinical education site.

CONFIDENTIALITY

Student confidentiality will be maintained by the CI, SCCE, ACCE, and/or PD during clinical education.

Students are expected to comply with all HIPAA regulations in all forms of communication including use of social media. Failure to comply with this policy will result in disciplinary action including potential dismissal from the clinical education experiences and/or dismissal from the program.

PATIENT RIGHT TO REFUSE

It is the student PTA's responsibility to always introduce themselves to a patient as a student or intern and ask for verbal consent to work with the patient. Some patients may refuse treatment by a student. In this case, it would be appropriate for the student to observe the treatment session completed by his or her CI. Alternatively, the CI may direct the student to other appropriate activities.

ACCIDENT AND INJURIES

In case of an onsite accident or injury, the student must follow the policies and procedures of the clinical education site. This may include documentation of a medical release to return to work. The ACCE is to be alerted of any worksite accidents or injuries. Any absences as a result of accidents or injuries will need to be made up at the discretion of the CI, SCCE, and ACCE. The student is financially responsible for any costs related to accident or injury.

INCIDENT REPORTING

Students must follow all incident reporting policies and procedures of the clinical education site should an adverse event occur. If such an event occurs, the student should notify the CI and ACCE immediately. The student or CI/SCCE should provide a copy of the incident report to the ACCE following said incident.

SITE VISITS

The ACCE and/or core faculty will perform site visits around midterm of each clinical education experience. Whether the site visit is in person or conducted remotely is at the discretion of the ACCE. When an in-person site visit is not performed, the ACCE will conduct a phone or video conference with the student and Clinical Instructor. Additional visits may be required at the discretion of the CI, SCCE, and ACCE.

GRADING

The details of grading for each clinical education experience are outlined in the course syllabi PTA 211 and 260. The web based Clinical Performance Instrument (CPI) for the PTA is the primary tool used by both the CI and student to assess the student's clinical performance at midterm and final and will account for 60% of the student's final grade. The CPI includes 14 performance criteria areas for which the student will be evaluated. These 14 performance criteria include 9 essential skills criteria and 5 red flag criteria. For each criterion the student's performance is rated as beginning performance, advanced beginner performance, intermediate performance, advanced intermediate performance, or entry-level performance. Additionally, comment boxes provide an opportunity to share examples of emerging skills, strengths, or challenges in particular areas.

For PTA 211: Clinical Education I, students are expected to be at or above intermediate for the 9 essential skill criteria and the five red flag criteria. For PTA 260: Advanced PTA Clinical Education, students are expected to achieve at or near entry-level rating for all 14 criteria. Other assignments that will contribute to the remaining 40% of the student's final grade in clinical education coursework are the completion of the CPI tutorial, CE weekly planning forms, additional assignments, and the PTA Student Evaluation: Clinical Experience and Clinical Instruction Evaluation. The ACCE will assign the student's final grade.

GRADING POLICY AND MAINTENANCE OF GOOD ACADEMIC STANDING

GRADE	VALUE	DESCRIPTION	GRADE POINTS
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Average	2
D	60-69	Below Average	1
F	<60	Failure	0

Students enrolled in the PTA program must receive a final course grade of "C" or better and maintain a GPA above 2.0 to continue to progress through the program. Additionally Lab Practical and Skill Competency Checks must all be passed with a grade of 75% or better to pass a course. Failure to do so will result in suspension from the PTA program.

EARLY TERMINATION OF CLINICAL EDUCATION EXPERIENCES

A number of reasons may lead to early termination of the student's clinical education experience. The CI, SCCE, and ACCE will determine if cause exists to terminate the clinical education experience. Termination decisions are final. No partial credit will be given for terminated clinical education experiences. Termination of a clinical education experience may lead to dismissal from the program.

The following reasons may lead to early termination of clinical education experiences:

- Failure to abide by college or facility policies, procedures and regulations
- Unexcused absences and/or tardies
- Excessive excused absences and/or tardies
- Behavior that jeopardizes safety of patients, colleagues, or self
- Unethical behavior as defined by PTA Code of Ethics or facility
- HIPAA violation
- Violation of state PT Practice Act
- Drug or alcohol use
- Violence or criminal activity
- Vandalism, abuse, stealing of clinical equipment
- Consistently poor clinical judgment
- Consistently poor performance on PTA CPI red flag criteria

REMEDICATION OF CLINICAL EXPERIENCES

If a student's performance falls below the expectation of the clinical experience, the student will receive a failing grade for the clinical education course and be suspended from the program. Due to the nature of the program

coursework, the student will be required to wait until the subsequent year when the course is offered again to repeat the clinical experience. The ACCE will establish a remediation plan that will clearly identify and address deficient skills and/or behaviors. The student must comply and successfully complete the remediation plan, and additionally, demonstrate retention of previously attained knowledge and skills (per the readmittance policy), in order to be placed in the clinic during the subsequent year. Priority for clinical rotations will be given to students in the current cohort.

If a student successfully remediates PTA 211, he/she will progress on to the 3rd semester of the program. If a student successfully remediates PTA 260, he/she will graduate upon completion of the experience. Students will be allowed one remediation attempt per each clinical experience. If the student successfully meets all expectations of the remedial experience, the student will receive no better than a “C” for the experience. If at the completion of the remedial experience, the student has not meet expectations, he/she will be dismissed from the Program.

SUSPENSION

Students who do not maintain good academic standing at the end of each semester will be suspended from the program. There is no guarantee that a student who is suspended from the program for failure to maintain good academic standing will be readmitted into the program the following year. Please see readmittance policy below.

WITHDRAWAL

If a student withdraws from a course, the student will no longer be allowed to progress in the program. It is strongly encouraged that a student meet with their college advisor and the program director prior to making this decision. There is no guarantee that a student that withdraws from coursework will be readmitted into the program the following year. Please see readmittance policy below.

DISCIPLINARY HEARINGS AND APPEALS PROCESS

Policy and procedures regarding disciplinary hearing and student appeals process is outlined in the Academic and Student Policy Manual for violations of the student *Standards of Conduct*.

READMITTANCE

Re-admittance into the program is NOT automatic. **Only students who were suspended or withdrew** from the program will be allowed to apply for readmission into the program.

Students Dismissed from the Program

Students dismissed from the program **will NOT** be allowed re-admittance into the program.

Withdrawal, Suspension or Failure to Progress

Due to the nature of the progression of course work (and the progression policy) students who leave the program prior to completion cannot re-enter the program until the following year. If the student is suspended in the summer semester (first semester of technical year of PTA program), the student will be required to reapply to the program. If the student withdraws within the summer semester (first semester of the technical year of the PTA program), the student will be required to complete the program in its entirety beginning with the summer semester (first semester of the technical year of the PTA program). If the student is suspended or withdrawals within the fall or spring semesters (second and third semesters of the technical year of the PTA program), the student will be required to demonstrate retention of knowledge and skills prior to re-entering the program and may be required to repeat previous coursework. If it is determined that the student must re-take coursework, the student is responsible for all tuition costs.

Please also refer to the Progression Policy for the PTA program.

FORMS



Marketing and Communications
312.553.2528
fax:312.553.2554

PHOTO/VIDEO RELEASE FORM

All photographers/videographers creating photographs/videos on college property or at college events must obtain a signed release form from each subject in the photo/video, or their legal guardian. These rules govern photographs/videos intended for use in City Colleges' promotional and public awareness context. This release form has been approved by the City Colleges Office of General Counsel.

DATE: _____

I hereby grant City Colleges of Chicago and _____, permission to interview me/and or use my likeness in photograph(s) / video pertaining to promotion of _____ College. I will make no monetary or other claim against the City Colleges of Chicago or _____ College for the use of the interview and/or photograph(s)/ video in this context.

Name: _____

Signature: _____

Legal Guardian / Relation to subject (if subject is a minor)

Address: _____

City, State, Zip Code: _____

Telephone Number: _____

Requested by: _____

STUDENT NAME: _____

Physical Therapist Assistant students must meet the following criteria to ensure the safety and welfare of the patients, the health care team and themselves.

ESSENTIAL PHYSICAL AND PSYCHOLOGICAL PERFORMANCE REQUIREMENTS OF THE PHYSICAL THERAPIST ASSISTANT

The following list contains information regarding essential technical standards outlining the physical abilities and behavioral characteristics necessary for the student to successfully participate in and complete the physical therapist assistant program. These standards are not conditions of admission, but reflect the performance abilities and characteristics necessary to successfully complete requirements for physical therapy patient care.

The student should carefully look over the technical standards for the program and ask questions if not familiar with the activities or functions listed. The student must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the student's responsibility to meet these essential performance requirements if accepted into the physical therapist assistant program. The student should consult with the Program Director or the Director of Clinical Education to discuss any individual situation if he or she may not be able to meet these essential performance requirements.

□HEARING – A student must be able to hear and understand patients and staff. Student must be able to assess and monitor patient sounds.

- Communicate and interact with patients, staff and families from a variety of cultural backgrounds.
- Follow verbal instructions.
- Use a stethoscope to hear heart and breath sounds.
- Detect and discriminate between sounds of normal conversation.
- Hear percussion sounds during patient assessment.
- Ability to hear sounds and distinguish a variety of equipment alarms.

□VISION– A student must be able to monitor and assess patient and equipment function; to provide safe and effective physical therapy care.

- Read written instructions and orders.
- Read fine print, monitors, and gauges.
- Differentiate color/character of sputum for signs/nature of infection/disease.
- Chart (write) procedures and observations legibly in a permanent medical record.
- Ability to see and distinguish a variety of equipment visual alarms.
- Ability to observe demonstrations and patients close up and at a distance to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.).

□TACTILE – A student must be able to assess patient's response to therapy tactilely.

- Distinguish textures, degrees of firmness. Temperature differences, pulse rate, vibrations and strength.

□MOBILITY – A student must be mobile and strong enough to support and move patients. Student should be able to work remaining in a standing position for 60 – 120 minutes able to move quickly from place to place to perform patient care.

- Support and transfer patients safely from bed to wheelchair, and modify patient position in bed.
- Move in and out of treatment areas.
- Respond to emergency situations in a timely manner.
- Reach equipment and parts of patient's body.
- Reach above shoulder height to manipulate equipment.
- Reach below waist level to manipulate equipment.

□MOTOR SKILLS (fine and gross) – A student must be able to perform multiple motor tasks simultaneously. Fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care; steady arm and hand movements while manipulating objects or assisting patients.

- Able to lift 60 pounds.
- Operate and manipulate equipment; multiple operations may be required.
- Push/pull hospital beds; transport patients.
- Lift and move patients safely.
- Perform airway management and CPR.

□COMMUNICATION – Students must be able to communicate orally and in writing with patients and members of the health-care team.

- Read and comprehend written material in English.
- Adept at using a computer, be knowledgeable in Microsoft Office Suite, be able to learn to use electronic medical records and be able to navigate and effectively use Blackboard.

□INTELLECTUAL AND COGNITIVE ABILITIES – Students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. Problem solving, a clinical skill required of therapists, requires all these intellectual abilities.

□BEHAVIORAL AND SOCIAL ATTRIBUTES – Students must possess the emotional health required to use their intellectual abilities fully.

- Exercise good judgment
- Promptly complete all responsibilities attendant to patient care
- Develop mature, sensitive and effective relationships with patients and other healthcare workers.
- Tolerate physically taxing workloads and to function effectively under stress.
- Adapt to changing environments
- Display flexibility
- Learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients.
- Demonstrate compassion, integrity, concern for others, interpersonal skills, interest and motivation

STUDENT STATEMENT

I acknowledge that I am able carry out the essential physical and psychological performance requirements of the physical therapist assistant as listed above?

Yes

No

If NO, please explain the reasons and what accommodations may be necessary to assist you in participating in the program:

Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification of the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Student Essential Technical Standards either with or without reasonable accommodations.

I have read the Student Essential Technical Standards listed for the Malcolm X College PTA student and verify that this individual is able to meet the physical demands as described above.

Student Signature: _____

Print Name: _____

Date: _____

Address: _____

Phone Number: _____

SKILLS COMPETENCY CHECK REMEDIATION FORM

Student Name _____ **Course** _____ **Date** _____

Required Skill Competency Check Remediation:
(Completed by Student's Instructor)

Instructor Signature _____

Remediation Activities (Describe specific learning activities)
(1st attempt-completed by student with peer who successfully passed skill competency check. 2nd attempt completed by student with instructor.)

Peer/ Instructor Signature _____

Student Signature _____

Date _____

LAB PRACTICAL REMEDIATION FORM

Student Name _____ **Course** _____ **Date** _____

Required Components of Lab Practical Remediation:
(Completed by Student's Instructor)

Instructor Signature _____

Remediation Activities (Describe specific learning activities)
(Completed with instructor.)

Instructor Signature _____

Student Signature _____

Date _____

INFORMED CONSENT

Student to Act as Simulated Patient

I understand that PTA practice includes being touched by my fellow classmates and instructors. I understand that as part of the academic and clinical education to become a PTA (Physical Therapist Assistant) I am required to participate in various lecture and lab classes as simulated patient. Instructors and other students will have opportunities to demonstrate and practice on me those skills learned in various classes. These skills include, but are not limited to a variety of: mobility, therapeutic exercises, testing and measurements, and physical agents. I understand that there is some risk of injury resulting from my participation in these skill training classes.

I further understand that the college cannot ensure that other students will properly apply skills learned in class nor can the college be held responsible for any pre-existing conditions or injuries that I may have which make me susceptible to injury. If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to the Disability Resource Center.

In the unlikely event that I become injured it must immediately be reported to the instructors of the class and the appropriate college incident report must be filled out. If necessary, appropriate medical intervention and payment for those services are solely my responsibility. I have read and understand the above information.

Student Name _____

Student Signature _____

Date _____

AGREEMENT TO ABIDE BY PTA PROGRAM MANUAL FOR CLASSROOM, LABORATORY, AND CLINICAL EDUCATION

I have read the Malcolm X College PTA Student Handbook and I acknowledge I will be held responsible for all the information included. My signature indicates that I have had the opportunity to request clarification when necessary and that I understand and agree to abide by the responsibilities and expectations assigned to me as a student of the Malcolm X College PTA program in the classroom, laboratory, and clinical education settings.

Student Name _____

Student Signature _____

Date _____

Malcolm X College
Physical Therapist Assistant Program

Progressive Discipline Warning Form

Student Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

Reason for Disciplinary Action: (Check all that apply.)

- Late Work
- Safety
- Conduct
- Attendance
- Insubordination
- Other

You are receiving this disciplinary warning because of the following actions. (Describe in detail in behavioral terms.)

Click or tap here to enter text.

Unless this problem is corrected, further disciplinary action will be taken up to and potentially including decrease in final course letter grade and/or removal from clinical education and/or potential suspension/dismissal from Malcolm X College’s PTA Program. (Check the appropriate step in the progressive discipline warning policy.)

- Written Verbal Warning
- 1st Written Warning
- 2nd Written Warning

Faculty Signature:

Date: Click or tap here to enter text.

Program Director Signature:

Date:

I have received this disciplinary action and understand that unless this problem is corrected, further disciplinary action will be taken up to decrease in final course letter grade and/or removal from clinical education and/or potential suspension/dismissal from Malcolm X College’s PTA Program. This warning will become part of my PTA Program Student file.

Student Signature:

Date: