

**MALCOLM X COLLEGE**

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Physical Therapist Assistant Program

**MALCOLM X COLLEGE**

CITY COLLEGES OF CHICAGO

Physical  
Therapist Assistant  
Student Handbook

2023-2024

MALCOLM X COLLEGE

# Physical Therapist Assistant Program

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1900 W. Jackson St.  
Chicago, IL 60612

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**ABOUT THIS HANDBOOK**

The policies and procedures contained in this Handbook apply to all students enrolled in the Malcolm X College Physical Therapist Assistant (PTA) Program. All PTA Program students should familiarize themselves with the information contained herein. While the Handbook is comprehensive and applicable to all PTA Program students, the Handbook is not a contract between Malcolm X College and its PTA Program students. The Handbook is also not an exhaustive attempt to codify every possible type of problematic behavior. Lack of knowledge about the policies and procedures of the City Colleges of Chicago and/or the Malcolm X College PTA Program does not excuse students who fail to comply with applicable rules and regulations.

Malcolm X College reviews this Handbook annually but may make modifications at any time. Any revisions will be posted on the City Colleges of Chicago and Malcolm X College websites.

## **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 the technical year of the PTA Program, familiarize yourself with the guidelines, policies, procedures, requirements, 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,



Erin DiCapo, DPT  
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 City Colleges of Chicago – Malcolm X College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <https://www.capteonline.org>. If needing to contact the program/institution directly, please call Erin DiCapo at 312-850-7021 or email [edicapo@ccc.edu](mailto: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](#). The complaint/compliment link can also be found on the City Colleges of Chicago and Malcolm X College homepage and is open to anyone who chooses to access the website link. Those submitting a compliment and/or complaint will have the option to submit anonymously or provide contact information. If contact information is provided, a response will be received following completion of the College's internal process. An anonymous compliment/complaint will not receive a response. Students selecting to submit a grade appeal will be directed to this separate process.

#### **Maintenance of Accreditation**

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



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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 8<sup>th</sup> 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 Malcolm X College'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 may be changing career paths after multiple years of working in other fields, 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 process 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 the [APTA Webpage](#) for more information and to become a member.

## **LIABILITY INSURANCE**

The District procures a Student Malpractice Policy for the benefit of Students and Faculty participating in curriculum activities inclusive of internship. The Policy only applies to activities associated with the Program and does not extend to other activity the Student may seek to engage. Students are responsible for any malpractice claims levied against them [personally] for actions that occur outside of scheduled clinical practice time. Thus, all PTA Students are strongly encouraged to have liability insurance. Liability Insurance can be acquired through [HPSO](#) 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 ACCESS Center (AC). The AC will provide reasonable accommodations for qualified students with disabilities as required by law.

The AC serves as CCC's point of contact and coordination for students with disabilities. The AC 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, AC services are designed to assist students make the transition from college to work.

AC is located in room 1302. Contact AC at 312-850-7342. For more information, visit the [AC 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 30 qualified candidates through a selective application process. Those qualified students not initially selected are placed on a waiting list and will be notified as spots become available. Program 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. Deferrals are limited to one year. If a student is unable to enter the Program the subsequent year if they wish to pursue the Program at that time they 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
<b>TOTAL:</b>	<b>13</b>

### SEMESTER TWO

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

### SEMESTER THREE

PTA 110	2
PTA 150	3
PTA 160	4
<b>TOTAL:</b>	<b>9</b>

### SEMESTER FOUR

#### *1<sup>st</sup> 8 weeks*

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

#### *2<sup>nd</sup> 8 weeks*

PTA 211	7
<b>TOTAL:</b>	<b>16</b>

### SEMESTER FIVE

#### *1<sup>st</sup> 8 weeks*

PTA 200	2
PTA 220	2
PTA 240	2

#### *2<sup>nd</sup> 8 weeks*

PTA 260	7
<b>TOTAL:</b>	<b>13</b>

**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 116: 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 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 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.

# **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. 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. Student should not ask faculty to arrange classes or clinicals around your outside employment.

## **ESSENTIAL PHYSICAL AND PSYCHOLOGICAL PERFORMANCE REQUIREMENTS OF THE PHYSICAL THERAPIST ASSISTANT**

To participate in the Program, students must be able to meet professional and Program Technical Standards. MXC values a diverse student body and Program Technical Standards are not intended as a deterrent to participation in the Program. We encourage Program applicants with disabilities or admitted participants who later are identified with disabilities to consult with the Program Director. The Program Director, in consultation with the City Colleges of Chicago's ACCESS Center, will assess whether reasonable accommodations of academic adjustments and auxiliary aids can be provided in a manner that does not fundamentally alter the nature of the PTA Program. If an applicant or a student prefers to have an initial confidential conversation regarding reasonable accommodations, the student should contact the Dean of Student Services. To the extent feasible, the Dean of Student Services will confer with the Program Director to discuss the applicant's or student's requests without sharing identifiable information about the applicant or student.

The following list contains information regarding essential technical standards outlining the physical and behavioral skills 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 skills necessary to successfully complete requirements for physical therapy patient care. This list of standards is not exhaustive, and meeting all the Technical Standards does not ensure successful completion of the Program.

A student must be able to understand patients and staff. A student must be able to assess and monitor patients.

- Communicate and interact with patients, staff and families from a variety of cultural backgrounds.
- Follow instructions.
- Use a stethoscope.
- Interact with the patient in a manner to protect patient privacy.
- Detect and discriminate between sounds of normal conversation.
- Distinguish percussion sounds during patient assessment.
- Distinguish between a variety of equipment/emergency alarms.

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

- Understand instructions and orders.
- Understand print, monitors, and gauges readings.
- Differentiate color/character of sputum for signs/nature of infection/disease.
- Chart procedures and observations in a permanent medical record.
- Distinguish a variety of equipment 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.).

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

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

A student must be able 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.

A student must be able to handle equipment and provide safe and effective patient care.

- Able to lift and transport patients and equipment.
- Operate and manipulate equipment; multiple operations may be required.
- Perform airway management and CPR.

Students must be able to communicate 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.

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.

Students must possess the emotional and intellectual skills required to:

- Exercise good judgment
- Promptly complete all responsibilities attendant to patient care
- Develop mature, sensitive and effective relationships with patients and other healthcare workers.
- Tolerate 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 or without reasonable accommodations.**

## **STANDARDS OF ETHICAL CONDUCT FOR THE PTA**

HOD S06-20-31-26: Outlines the standards of ethical conduct for physical therapist assistants. All MXC PTA students will be expected to uphold the [Standards of Ethical Conduct for the Physical Therapist Assistant](#) in classroom, laboratory, and clinical education coursework.

## **CORE VALUES**

HOD P09-21-21-09: Outlines core values that guide the behavior of PTs and PTAs to provide the highest quality of physical therapist services. All MXC PTA students will be expected to demonstrate the [Core Values](#) in classroom, laboratory, and clinical education coursework.

## **ACADEMIC DISHONESTY**

As a student at Malcolm X College, you join a community of scholars who are committed to excellence in the teaching/learning process. City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this and professional and ethical standards, physical therapist assistant students are expected to adhere to high standards of honesty in their academic endeavors.

Academic dishonesty, including, but not limited to cheating, complicity, fabrication and falsification, forgery, and plagiarism are serious violations. Below are examples of academic dishonesty but this not inclusive of all forms: *See* the Academic and Student Policy.

### **Cheating**

1. Copying in part or in whole, from someone else's test or any Program assignment.
2. Submitting work presented previously in another course whether it is yours or not, if contrary to the rules of either course.
3. Altering or interfering with grading.
4. Using or consulting any electronic devices, sources or materials not authorized by the instructor, during an examination.
5. Committing other acts, which defraud or misrepresent.
6. Taking screen shots of exams and/or quizzes.

### **Plagiarism**

1. Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work. For example, copying word for word from a research article without providing a citation of the source.
2. Representing another artistic/scholarly works (such as musical compositions, computer programs, photographs, painting, drawings, or sculptures) as your own.
3. Submitting a paper from a research or term paper service.

### **Other Examples of Academic Dishonesty**

1. Purposefully allowing another student to copy from your paper during a test.
2. Giving your homework, term paper, or other academic work to another student.
3. Having another person submit any work in your name.
4. Lying to an instructor or college official to improve your grade.
5. Altering a graded work after it has been returned, then submitting the work for regrading.
6. Removing a test from the classroom without the approval of the instructor.
7. Stealing tests/taking screen shots of test questions.
8. Having another individual correct work for spelling or grammar, if contrary to the rules of the course.

9. Forging signatures on drop/add slips or other college documents.
10. Using technology to exchange information during class time and/or testing.

### **Consequences of Academic Dishonesty**

Academic and/or administrative sanctions may be applied in cases of academic dishonesty, including, but not limited to, receiving the grade of “F” on the assignment where the academic dishonesty occurred, a failing grade for the course, or dismissal from the Program.

In addition to violating the Program policies and requirements, academic dishonesty may also violate policies contained in the Academic and Student Policy and result in academic withdrawal from the City Colleges of Chicago.

### **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 is stored through the Exxat 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.

A criminal background check is required contractually of all students participating in clinical education experiences. As, the clinical education courses are a mandatory component of the degree Program, a positive criminal background check may prohibit a student from successfully completing and graduating from the Program. Additionally, a positive criminal background check may prohibit a student from obtaining licensure in his/her field of study and/or positive employment placement.

Students are alerted of the implications of a positive background check at Program open houses and additionally acknowledge the aforementioned information as part of the application process. Students are strongly encouraged to reach out to the Program Director with any concerns regarding this requirement and seek legal advisement and initiate expungement when applicable.

### **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 or result in other appropriate action by 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 (312.850.7021 or 847.868.3107)** and leave a voicemail message clearly stating their 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 students for expectations in the clinical environment.

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 may 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 warning will be given for the first unexcused absence or tardy. A written warning will be given for every subsequent absence or tardy. The 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 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 a student is required to isolate or quarantine due to COVID-19, they must contact the course instructor(s) 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 the student's course grade; however, the student is still responsible for any remote coursework and assignments provided by the instructor. Students will be given a return date by the Dean of Student Services in accordance with current public health guidelines.

### **Attendance Expectations Specific to Hybrid Learning**

The Program utilizes face-to-face, remote, and online modes of instruction. Please refer to each individual course schedule and syllabus for details. Students are expected to attend all required class sessions regardless of mode of instruction. When class sessions are held remotely, it is expected that students approach the class session as if in a physical classroom. The Program expects that students are in a non-distracting environment with their video camera turned on. Attending class while driving, on public transportation, at work or another appointment is unacceptable and will result in an unexcused tardy or absence at the discretion of the course instructor. Students are expected to proactively communicate with course instructors regarding any needed accommodations or barriers to these expectations (ex: technology challenges).

If a student is not able to attend a live remote class session, the aforementioned Program Attendance policy should be followed.

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 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, written exams, lab practicals and skill competency checks must all be passed with a grade of 75% or better to pass a course. Failure to do so may result in suspension from the PTA Program, Program dismissal, or other appropriate action. Please see additional requirements of lab practical and skill competency testing to progress through the Program. Please see the CAS process discussed below.

Students who do not maintain good academic standing at the end of each semester may 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 allowed to return to the Program or be readmitted into the Program the following year. Please see readmittance policy and CAS process discussed below.

## REMEDICATION, FAILURE TO PROGRESS, SUSPENSION, AND PROGRAM DISMISSAL

We are committed to the success of each student. We encourage students to seek supports available from the Program, the College, and CCC. When a student demonstrates difficulties attaining Program and course requirements, including competencies and skills and/or ethical or other standards of the profession, the student and the course instructor and/or Program Director will meet to discuss any deficiencies and identify goals with dates for achieving those goals. A student who is provided an opportunity for remediation but is unsuccessful in improving their performance to attain a final grade of C or above and/or meeting a required competency within a course may be referred to the Committee on Academic Standing. Failure to abide by remediation steps, e.g. failing to complete tasks no later than the date stipulated by the course instructor or Program Director may also result in a referral to the Committee on Academic Standing.

While the Program will implement progressive steps or actions when appropriate, serious performance issues or misconduct may require immediate action.

### **Written Examinations**

Students must achieve a score of 75% or better on each midterm and final summative exam. Students scoring below a grade of 75% will be required to complete remediation of the examination content at the instructor’s discretion for method of remediation. Following remediation, students will be required to re-test. If the student fails the re-test (<75%), failure of the course and suspension from the Program may occur. Despite remediation, the initial examination grade will stand.

Students are allowed to remediate a total of two summative written examinations each semester. If greater than two written exams each semester are not passed with a 75% or greater on the first attempt, the student may receive a failing grade and may be suspended from the Program.

### **Lab Practical Examinations**

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. Failure to make up the lab practical exam may 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. 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 may result in a failing grade for the course and suspension from the Program. Despite remediation, the initial examination grade will stand.

### **Skill Competency Checks**

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 may result in failure of the course and suspension from the Program. Despite remediation, the initial skill check grade will stand.

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 may receive a failing grade and be suspended from the Program.

### **SKILL COMPETENCY TIMETABLE**

COMPETENCY	PTA 110	PTA 150	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		

**GRADUATION ELIGIBILITY**

The PTA Program endeavors to graduate safe, competent, professional and ethical Physical Therapist Assistants. To this end, to be eligible for graduation from the Program, students must receive a final grade of “C” or better in all courses; maintain a GPA above 2.0; achieve a 75% or better on all written exams, lab practicals and skill competency checks; demonstrate entry level or near entry level performance in all Clinical Performance Instrument (CPI) criteria; achieve a passing score on the program competency exam.

Program suspension, readmission and progression of coursework policies will be followed as applicable. Additionally, students unable to achieve a passing score on the program competency may receive an incomplete grade in the terminal program course, PTA 260.

**COMMITTEE ON ACADEMIC STANDING (CAS)**

The CAS will include three members from the MXC community familiar with the academic standards and requirements of various MXC health sciences Programs. The Vice President of Academic & Student Affairs (VPASA) or a designee will serve as the chair of a three-member committee. The other two members of the CAS will include: 1) an academic department chair; and 2) a health sciences faculty member or clinical coordinator. When a student participates in a Health Sciences Program, the head of the Health Sciences Programs will submit panel member recommendations to the VPASA. Likewise, when a student participates in the Nursing Program, the head of the Nursing Program will submit panel member recommendations to the VPASA.

The Program Director or a designee will submit to the CAS the names and records of any students failing to meet Program requirements, including academic, skills and competencies, and professional and ethical standards, despite the opportunity to improve performance through remediation. In the case of serious ethical and professional issues, remediation efforts may not be appropriate before a referral to the CAS. Within three (3) business days of a referral to the CAS, the VPASA or a designee will meet to review the CAS process. A student under review by the CAS will be provided an opportunity to provide a written statement and relevant information to the CAS. The CAS will make a determination regarding a student’s Program status, including, but not limited to, suspension or leave to re-take a Program course, within ten (10) business days of the referral. When a CAS determination includes a suspension of more than ten (10) days or dismissal from a program, the CAS will make a recommendation to the President. The President will review a CAS recommendation, make a determination, and notify the student of the outcome within ten (10) business days of receipt of the CAS recommendation. A student may submit an appeal regarding any other CAS determination to the President within five (5) days of notice of a CAS determination. The President will issue an appeal determination and notify the student within ten (10) business days.

Any additional requests for review by the student must be submitted to the Provost and Chief Academic Officer within five (5) days of notice of a determination by the President. The Provost and Chief Academic Officer will respond to any requests regarding the determination of the President within ten (10) business days.

When warranted, MXC may make adjustments to these timeframes based on extenuating circumstances. If a student who fails to respond to notice of a CAS referral without good cause, the CAS and President will rely on available information to make recommendations and/or determinations.

## **SUSPENSION**

Students who do not maintain good academic standing at the end of each semester may 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**

It is strongly encouraged that a student meets with their college advisor and the Program director prior to withdrawing from a course or the Program. 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 from the Program 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.

Please see the CAS process discussed above.

## **READMITTANCE**

Re-admittance into the Program is NOT automatic. **Only students who were suspended or withdrew** from the Program will be eligible 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 or Suspension – Progression of Coursework**

Students who withdraw or are suspended from the program and have the desire to re-enter the program must participate in at least one advising session with the Program Director to determine eligibility for re-admission. If a student withdraws or is suspended in the summer semester (first semester of technical year of 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 withdraws 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. Students who are suspended or withdraw from the program will be allowed one re-admission.

## **DRESS CODE**

### **Class and laboratory**

There is no required uniform for students in the PTA Program. When instructed to dress professionally or in clinical attire (e.g. for lab practical exams or Program events), 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. When not dressed properly for lab students and partners are deprived of valuable learning opportunities. Some simulations require viewing of another student’s midriff and extremities and, accordingly,

students should wear appropriate clothing, such as shorts, sports bras, tank tops, and/or sports halter tops. T-shirts/hoodies and sweatpants may also be worn over the clothes when practicing on a student 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 is used 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. Any violation of these rules and guidelines may result in Program dismissal or other appropriate action.

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 and will result in an unexcused absence.
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.



## **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 PREGNANCY AND PARENTAL POLICY**

Title IX prohibits discrimination on the basis of sex, including pregnancy and parental status. The Program Director, in consultation with the City Colleges of Chicago's Title IX Director, partners with pregnant students and expecting parents to determine the best available options. The Program Director and Title IX Director will work with the student to explore accommodations and leave options available depending on where a pregnancy or parental leave falls within the sequence of the Physical Therapist Assistant Program. Applicants and enrolled students should contact the Program Director as soon as possible after learning of a pregnancy or adoption. Pregnant students should consult their physicians regarding the lifting and transport requirements of the Program and any associated risks to a pregnancy.

## **MEDICAL LEAVE**

Under the CCC policies, a student experiencing physical or mental health issues that significantly interfere with the student's wellbeing, safety, or academic performance may request a voluntary medical withdrawal. A student who seeks to take or return from a voluntary medical leave must contact the Dean of Student Services and may be required to consent to the release of relevant medical information. *See* the [CCC Academic Student Policy](#) for a full description of the Voluntary Medical Leave process. The Dean of Student Services will consult with the Program Director regarding any requests to take or return from voluntary medical leave. This consultation will include a discussion of available options based on the sequence of the Program and other Program considerations.

## **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 may result in Program dismissal or other appropriate action. Students utilizing recording devices for approved reasonable accommodations should confer with the Program Director.

If a teleconferencing platform, such as Zoom is used for instruction, instructors may 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.

Skill checks and lab practical exams may be recorded by the Program for educational use. Recordings will be stored securely.

## **SOCIAL MEDIA**

### **Overview of the Malcolm X College Social Media Policy**

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 behavior inconsistent with HIPAA or resulting in possible violations of HIPAA laws, including disclosure of individual identifying information. Ignorance of HIPAA laws is not a defense of violations and students who engage in behavior inconsistent with HIPAA or violate HIPAA will be held to the standards of it regardless of knowledge or foreknowledge. Engaging in behavior inconsistent with HIPAA, violating the social media policy, and/or violating HIPAA can result in serious consequences, including dismissal from the Program and disqualification from participating in a in 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 the prohibitions of this policy.

### **Penalties**

Students in violation of the Social Media Policy are subject to dismissal from the Program and, *depending upon the nature of the violation*, up to and including dismissal from the Program. 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 social media policy is detailed in the following pages.

### **Social Media Best Practices**

This best practice list is not meant to be a comprehensive guide to successful social media management. It should serve as a quick reference.

**All HIPAA and State of Illinois privacy laws apply to social media. Faculty, students and staff must not, under any circumstance, share confidential College or patient information. This includes pictures of patients, patient information, or medical history (e.g. no ‘selfies’ with patients).**

- 1) All posts must abide by all other applicable. Program’s policies, including, but not limited to:
  - a) HIPAA Sanctions: Ensures the confidentiality and integrity of patient and/or employee or student Protected Health Information (PHI) as required by law, professional ethics, and accreditation and/or licensure requirements;
  - b) Code of Conduct: All patients and faculty, students and staff treat each other with respect, dignity, and honesty. No harassing, profane, or discriminatory material can be published;
  - c) Acceptable Use of Computer Resources: Computer resources are the property of the Malcolm X College and may be used only for legitimate business purposes;
  - d) Confidentiality Agreement and Security Awareness: Faculty, students and staff may not disclose confidential information they encounter at MXC; and
  - e) All applicable copyright laws. You must have the proper permission to post photos, videos, or other materials owned by others.
- 2) You should not attempt to diagnose and/or give medical/ advice online. If patient asks a healthcare question, refer the question to your site supervisor or explain to the patient that they should seek a physician’s advice.
- 3) You should not acknowledge that any patient received care at MXC. That information is confidential.
- 4) If you are online and communicating about MXC College-related activities, you are obligated to state your name and position at MXC. If you are communicating online and your affiliation with Program is apparent, you should speak in the first-person and should include a disclaimer, such as: *“The views expressed here are my own and do not reflect the views of Malcolm X College.”*
  - a. This disclaimer may be included in your Facebook or Blog’s “About” section or within a Twitter bio.
  - b. The above best practice is recommended so that you do not inadvertently speak on behalf of the College.
- 5) You should not post photos of coworkers or classmates or any of their personal information without their approval.
- 6) You should utilize the appropriate platform to reach your objectives. For example, Facebook is good for community building and media sharing. Twitter is good for sharing quick information and having real-time conversations.
- 7) You should follow post frequency best practices. 1-2x/day for Facebook, 1-3x/day for Twitter.
- 8) You should use a voice/tone that reflects the Program’s expertise and high standards.

- 9) You should take into consideration MXC and Program goals when posting online.
- 10) Only designated individuals and key departments (e.g. College Administration) are authorized to speak on behalf of Malcolm X College online without prior approval.
- 11) *Unauthorized* faculty, students and staff are prohibited from publishing on any social *media* channels on behalf of any official Malcolm X College.
- 12) All authorized faculty, students and staff posting on behalf of MXC are solely responsible for content, and posts must adhere to all applicable City Colleges of Chicago Policies.
- 13) Faculty, students and staff should have no expectation of privacy or confidentiality in any data in any format or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on any College page, site or account.

### **Personal Use of Social Media**

Occasional personal use of social media is permitted so long as it does not interfere with your employment or educational obligations and complies with the following:

1. Unless you manage an official social media channel, you should limit your social media usage during work or class hours to College-related activities. Some examples of acceptable at-work, school social media uses are:
  - a. Positive promotion of MXC as an organization, related MXC news, or upcoming MXC events;
  - b. Joining a conversation related to MXC;
  - c. “Following” or “liking” the official MXC College/ City Colleges of Chicago Facebook and Twitter;
  - d. Sharing College-related content with coworkers, friends, and family; and
  - e. Researching support groups for a service line.
2. Additionally, the following guidelines are important for you to understand, as there are some situations where your personal use of social media and employment /student status with the College may overlap:
  - a. You should limit social media activity during work/class time, as not to negatively impact work performance or required duties;
  - b. You should never post fake negative or positive reviews of the College or impersonate an employee or student authorized to speak on behalf of the College;
  - c. You should consider potential conflict of interest issues before establishing an online relationship with a vendor or patient;
  - d. If a blogger or journalist contacts you about the College, you should notify the Senior Director; and
  - e. Unless specifically authorized to do so, you should not make public any news about the College that is not already public. Only authorized faculty, students and staff are allowed to speak on behalf of the College.

You must adhere to HIPAA sanctions to ensure patient privacy at all times, even while using social media for personal use. You are never to reveal confidential information about Program’s clinical services or its patients.

3. The College restricts faculty, students and staff, use and disclosure of our confidential information and intellectual property, even while using social media for personal purposes. You should treat the College trade secrets, confidential information and intellectual property confidentially and not jeopardize them through your use of social media. Further, you should avoid disclosing intellectual property and/or confidential information of third parties that you learned through your employment. Such disclosures may create liability for you, the employee or student, as well as the College. The College faculty, students and staff may not use the College’s

logos or other trademarks, or post any confidential or proprietary information, without prior written permission.

4. Students should demonstrate good judgment when using social media.

***In addition, the following is adapted from the APTA Standards of Conduct in the Use of Social Media***

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 under the policies herein or the Academic and Student Policy. 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 classroom and/or laboratory activities. This will be the responsibility of the faculty coordinating patient 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, 2<sup>nd</sup> 8 weeks of semester, October-December

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

Spring semester, 2<sup>nd</sup> 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. Tdap (within the last 9 years)
4. Flu Vaccine (current season)
5. COVID-19 Vaccination (and booster as indicated) \*
6. 10 panel drug screen

7. Criminal Background Check
8. CPR certification- American Heart Association BLS for Health Care Provider
9. OSHA training
10. HIPAA training
11. Health Insurance\*\*
12. Health History Form
13. Healthcare Provider Release Form
14. Physical Assessment Form
15. 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](http://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.

#### **COVID-19 Vaccination\***

Effective January 2022, all healthcare workers, including students, are required to provide proof of vaccination. Clinical rotations are a mandatory part of the curriculum, so failure to meet vaccination requirements, like other health requirements, can result in an inability to successfully progress through the Program.

#### **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.

The District procures a Student Malpractice Policy for the benefit of Students and Faculty participating in curriculum activities inclusive of internship. The Policy only applies to activities associated with the Program and does not extend

to other activity the Student may seek to engage. Students are responsible for any malpractice claims levied against them [personally] for actions that occur outside of scheduled clinical practice time. Thus, all PTA Students are strongly encouraged to have liability insurance. Liability Insurance can be acquired through HSPO at [www.hpso.com](http://www.hpso.com) at a reduced Student Rate. \*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.

### **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 and Warning Form (Forms section) in this Handbook. Failure to address attendance issues may result in a remediation plan and/or referral to the CAS.

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, in collaboration with the Program Director, if time missed for any of the aforementioned reasons needs to be made up. The ACCE and PD 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. (Students may need to wear a layering camisole or t-shirt to cover any bare midriff.) 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 regular bathing and 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 such items 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.

See the Academic and Student Policy. [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](http://www.ccc.edu/academic-and-student-policy)

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 may occur. If the student agrees and has a positive toxicology screen, the student may be dismissed from the Program.

## **Prescription Drugs**

Students must alert the PTA Program director and/or ACCE before clinical education assignment or immediately thereafter if prescribed after the 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 dismissal from the Program or other appropriate action by 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 may result in dismissal from the clinical education experiences and/or dismissal from the Program or other appropriate action by 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, Program Director, MXC Safety & Security, and Office of Risk Management are to be alerted of any worksite accidents or injuries. The *Student Accident Health Claim Form* should be completed in the event of an injury. This form can be found in the Forms section of this Handbook.

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. 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 all 14 criteria. For PTA 260: Advanced PTA Clinical Education, students are expected to achieve at or near entry-level rating for all 14 criteria. In addition to the CPI, students must meet expectations pertaining to course assignments in order to be successful in the course. 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.

### **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
- Behavior inconsistent with or violation of HIPAA
- Behavior inconsistent with or 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

*See* the CAS Section above.

### **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 may 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. *See also* the CAS section above.

If a student successfully remediates PTA 211, the student will progress on to the 3<sup>rd</sup> semester of the Program. If a student successfully remediates PTA 260, the student 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, the student may be dismissed from the Program. Please *see* the CAS process above.

Please see sections above addressing suspension, withdrawal, readmittance, and failure to progress.

## **CAMPUS POLICIES AND PROCEDURES**

This handbook is a supplement to, and not a replacement for, the City Colleges of Chicago Academic and Student Policy. Malcolm X College Physical Therapist students are subject to academic student policies and procedures as well as those contained in this handbook. Except for matters related to a student’s academic performance, including related professional and ethical standards, and/or matters which relate to whether the Program should provide the assurances about a student to professional boards and other professional groups, the Chicago City Colleges’ Academic and Student Policy takes precedent over this handbook and is, therefore, the overriding governing policy manual in the rare event of a conflict between these documents. This handbook may not include all the guidelines and/or policies and procedures that the student may be required to adhere to during pre-clinical/clinical education experiences.

The CCC Academic and Student Policy can be accessed through the CCC homepage ([www.ccc.edu](http://www.ccc.edu)) or by following this link: [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](#)

### **Non-Discrimination and Sexual Misconduct Policies**

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 statement of non-discrimination at <http://ccc.edu/departments/Pages/Annual-Notification-of-Non-Discrimination-.aspx>

Information about filing complaints alleging discrimination and retaliation can be found here.

Sexual harassment is a form of sex discrimination and is prohibited by City Colleges of Chicago, Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), and other legal authorities. 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. Information about the City Colleges of Chicago’s policies prohibiting sexual harassment and filing a complaint alleging sexual misconduct can be found in the Student Academic and Student Policy. *See* [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](#)

### **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.

Please refer to the [MXC Emergency Response Manual](#) for up to date information re: the emergency evacuation plan.

### **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.

### **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 at: <http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Safety-Security.aspx>

### **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.

See [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](#)

### **Active Military and Veterans**

For information related to non-attendance due to military service, readmission, and other issues related to military service, students should contact Malcolm X College's Veterans Services Center [Veteran's Services Department](#).



## **Student Grievance Procedure, Due Process and Appeals**

A student who has a problem or concern with the course or course instructor should consider attempting to resolve the problem with the course instructor. If the student feels uncomfortable discussing the matter with course instructor or the issue remains unresolved, the student may discuss their concern with the Senior Director. If the complaint involves the Senior Director, the student may contact the Dean of the Department of Health Sciences. If the response is not adequate to the student or the student prefers not to attempt to resolve the issue directly with an individual, then the student may follow the College policy for filing a complaint. For the convenience of the CCC community, the Complaints/Compliments Management System is an online portal, whereby City Colleges of Chicago (CCC) students, faculty, staff, and community members can submit a complaint at [here](#). Complaints that are appeals for Instructional Grading, Academic Dishonesty, or Enrollment Status or other identified policies must follow the separate policy and procedure. <http://ccc.custhelp.com/app/feedback/college/malcolm-x> For information about submitting complaints, please reference the Academic and Student Policy. See [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](#)

## **Grade Appeals**

The CRM system is separate from the process for filing a grade appeal. Grade appeals, as an academic performance only issue, continues to be managed through the office of the Vice President at Malcolm X College. Please follow the grade appeal process found in the Academic and Student Policy Manual. [Academic and Student Policy < City Colleges of Chicago \(ccc.edu\)](#)

## **STUDENT SERVICES**

Student services are listed in alphabetical order. Each heading is a link which will take students to the appropriate department webpage.

### [ACCESS CENTER \(AC\)](#)

Room 1302

Phone: 312-850-7342

### [ADVISING](#)

Advising Center

Room 1412

Phone: (312) 850-7185

### [ATHLETICS](#)

### [CTA U-PASS](#)

Students who enroll in nine (9) credit hours are eligible to receive a U-Pass, which offers unlimited rides on any CTA (Chicago Transit Authority) bus or train, at a reduced cost of \$70.

If you have further questions, email the CTA at: [cta-upass@transitchicago.com](mailto: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

### [FINANCIAL AID](#)

Room 1407

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

### [FITNESS CENTER](#)

Room 1204

Phone: (312) 850-4557

Hours posted at Fitness Center.

### [LIBRARY \(CARTER G. WOODSON LIBRARY\)](#)

Room 2300

Phone: (312) 850-7244

### [REGISTRAR](#)

Room 1404

Phone: (312) 850-7105

### [STUDENT CLUBS, GROUPS, AND ORGANIZATIONS](#)

Room 1406

Phone: (312) 850-7492

### 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

Room: 1418

### STUDENT SERVICES DEPARTMENT

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.

On campus, Student services is located in "the heart" or the central area on the first floor.

Phone: (312) 850-7120

Virtual Student Services, including advising, registrar services, financial aid, and the career center are also available to all students.

### 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

### TUTORING SERVICES - 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), call us at (312) 850-7122, email [mxcellnesscenter@ccc.edu](mailto:mxcellnesscenter@ccc.edu), or visit using the Virtual [Wellness Center](#) (Zoom ID: 761-912-5555) on Zoom during normal business hours. The Zoom room is not monitored outside of business hours.

### 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 resources 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.

## **APPENDIX**

*Forms and samples of other documentation referenced in the handbook are included in the Appendix. If you do not locate a particular form in the Appendix, please contact the Program Director.*



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)

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Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Requested by: \_\_\_\_\_

**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 SKILLS REQUIREMENTS OF THE PHYSICAL THERAPIST ASSISTANT**

To participate in the Program, students must be able to meet professional and Program Technical Standards. MXC values a diverse student body and Program Technical Standards are not intended as a deterrent to participation in the Program. We encourage Program applicants with disabilities or admitted participants who later are identified with disabilities to consult with the Program Director. The Program Director, in consultation with the City Colleges of Chicago's ACCESS Center, will assess whether reasonable accommodations of academic adjustments and auxiliary aids can be provided in a manner that does not fundamentally alter the nature of the PTA Program. If an applicant or a student prefers to have an initial confidential conversation regarding reasonable accommodations, the student should contact the Dean of Student Services. To the extent feasible, the Dean of Student Services will confer with the Program Director to discuss the applicant's or student's requests without sharing identifiable information about the applicant or student.

Admitted students must attest to the capacity to meet Technical Standards prior to enrollment in the Program. Enrolled students must reaffirm this capacity prior to the start of second year of the Program. The following list contains information regarding essential technical standards outlining the physical and behavioral skills 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 skills necessary to successfully complete requirements for physical therapy patient care. This list of standards is not exhaustive, and meeting all the Technical Standards does not ensure successful completion of the Program.

A student must be able to understand patients and staff. A student must be able to assess and monitor patients.

- Communicate and interact with patients, staff and families from a variety of cultural backgrounds.
- Follow instructions.
- Use a stethoscope.
- Interact with the patient in a manner to protect patient privacy.
- Detect and discriminate between sounds of normal conversation.
- Distinguish percussion sounds during patient assessment.
- Distinguish between a variety of equipment/emergency alarms.

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

- Understand instructions and orders.
- Understand print, monitors, and gauges readings.
- Differentiate color/character of sputum for signs/nature of infection/disease.
- Chart procedures and observations in a permanent medical record.
- Distinguish a variety of equipment 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.).

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

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

A student must be able 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.

A student must be able to handle equipment and provide safe and effective patient care.

- Able to lift and transport patients and equipment.
- Operate and manipulate equipment; multiple operations may be required.
- Perform airway management and CPR.

Students must be able to communicate 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.

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.

Students must possess the emotional and intellectual skills required to:

- Exercise good judgment
- Promptly complete all responsibilities attendant to patient care
- Develop mature, sensitive and effective relationships with patients and other healthcare workers.
- Tolerate 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 or without reasonable accommodations.**



**STUDENT STATEMENT**

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

Yes

No

If NO, please contact the Program Director, who will consult with the ACCESS Center Director, to discuss what accommodations may be necessary to assist you in participating in the Program. If you prefer to have an initial confidential conversation prior to contacting the Program Director, you may reach out to the Director of City Colleges of Chicago’s ACCESS Center or the Malcolm X College’s Dean of Student Services.”

Also, please explain the reasons and what accommodations may be necessary to assist you in participating in the Program:

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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 I am able to meet the Technical Standards described above.

Student Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

**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)  
*(1<sup>st</sup> attempt-completed by student with peer who successfully passed skill competency check. 2<sup>nd</sup> 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**  
**WARNING FORM**

**Student Name:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

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

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

**You are receiving this 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. *See CAS policy.*

**Faculty Signature:**

**Date:** Click or tap here to enter text.

**Program Director Signature:**

**Date:**

I have received this action and understand that unless this problem is corrected, further action may 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:**

**STUDENT ACCIDENT HEALTH FORM**

**CITY COLLEGES OF CHICAGO  
STUDENT ACCIDENT HEALTH FORM  
INJURIES SUSTAINED BY STUDENTS IN CLASSROOM AND INTERNSHIP ACTIVITIES  
CLAIM FILING INSTRUCTIONS**

1. Complete the statements below and provide all requested information.
2. Attach a copy of the Attending Physician Report if Medical Treatment has been provided.
3. File an Incident Report with Campus Safety & Security and request a copy be forwarded directly to the Office of Risk Management
4. Forward this form to the Director of Risk Management, City Colleges of Chicago, 180 N. Wabash Ave.–Suite 200, Chicago, IL 60601.
5. Forward all associated future medical invoices to Director of Risk Management, City Colleges of Chicago, 180 N. Wabash Ave. – Suite 200. Chicago, IL 60601.

**TO BE COMPLETED BY THE STUDENT AND THE COLLEGE**

Student Name (Print Last, First, Middle)		College	
Address of Student	City	State	Zip
Home Telephone Number	Cell Number	Personal E-mail	E-mail
Associated Class or Internship	Social Security Number	Date of Birth	Gender
			Male <input type="checkbox"/>
			<input type="checkbox"/> ④  ③ <input type="checkbox"/>
Location of Incident	Date of Incident	Time of Incident	Result of Accident (yes or no)

**NOTICE TO STUDENT**

This Plan is for **School Time** coverage only. **School Time Coverage** includes travel to, from and while at the College while classes are in regular session during the school term. The Plan also covers accidents while traveling to, from and while at College sponsored activities. Normal travel time includes one hour before and after the College’s regular session or sponsored activity.

**ACADEMIC PROGRAM**

<b>Course of Study</b>	<b>Course of Study</b>	<b>Activity</b>
<input type="checkbox"/> Allied Health	<input type="checkbox"/> Culinary	<input type="checkbox"/> During Class Hours
<input type="checkbox"/> Arts & Theater	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> During Lab Hours
<input type="checkbox"/> Automotive	<input type="checkbox"/> Sciences	<input type="checkbox"/> During Internship
<input type="checkbox"/> Construction	<input type="checkbox"/> Vocational	<input type="checkbox"/> During Practicum

**INJURY AND TREATMENT**

Nature of Injury  
Describe events of accident  
Medical Treatment Received  
Provider of Medical Treatment

**INSURANCE DATA**

Name of Parent or Spouse	Address	Telephone #	Cell #
Parents Employer	Group Health Insurance?	Are You Covered under the Policy?	
	YES <input type="checkbox"/> x <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
If Yes, Name of Insurance Co.	Other sources of Health Insurance Benefits		
	YES <input type="checkbox"/> NO <input type="checkbox"/>		

**AUTHORIZATION**

I hereby authorize release to City Colleges of Chicago, or its agent, any medical, hospital, physician or other insurance information concerning myself which may be required to process my claim. A photocopy of this authorization may be honored in lieu of an original document.

**SIGNATURES**

Student Signature	Date
I hereby certify that the statements made are correct to the best of my knowledge and believe that the above named claimant was insured hereunder at the time of the accident, and that the above injury was sustained while participating in official activities under the adequate organizational supervision on (Date of Injury).	
Signature of College Official	Date