



Physical Therapist Assistant Program

**2025-2026
Clinical Education Guidebook
A Guide for Success**

Several areas of this Guidebook are based on the standards and guidelines of Clinical Education as set forth by the American Physical Therapy Association (APTA) in the Guidelines and Self-Assessments for Clinical Education, 2004. The APTA is a valuable resource and has several documents available to guide you in developing excellent clinical education experiences for Physical Therapist Assistant students. Contact the APTA at the following for more information.

American Physical Therapy Association
Division of Education
1111 North Fairfax Street
Alexandria, VA 22314

1-800-999-APTA, extension 8528

Leadership and Administrative Staff

The Physical Therapist Assistant (PTA) program is located on the main campus of Kankakee Community College (KCC) in Kankakee, Illinois. The mailing address for the program is:

Kankakee Community College
Physical Therapist Assistant Program
100 College Drive
Kankakee, IL 60901

The KCC PTA program's web site is linked to the KCC home page and is a valuable site for information about the program. Students are encouraged to become familiar with this site.

Kankakee Community College: www.kcc.edu

PTA Program: <https://kcc.smartcatalogiq.com/2025-2026/academic-catalog/programs/physical-therapist-assistant-aas/>

The Health Careers Center for Excellence (HCCE) houses the Division of Health Careers and includes several academic programs. A listing along with more information regarding the Health Career programs can be found at <http://www.kcc.edu/future/choosing/Pages/default.aspx>. The HCCE is an impressive facility with state-of-the-art technology and will undoubtedly enhance the learning experiences of our students and support KCC's commitment to one mission: *Enhancing quality of life through learning*.

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PTA Program Advisory Committee Members

List is available upon request from Program Director

KCC Mission and Vision Statement and Core Values

Mission:

Enhancing quality of life through learning

Vision:

KCC is a flexible organization where teamwork is the expectation and student/client success the driving force. Our shared vision is to be a leader in creatively and rapidly responding to our community's educational needs, emphasizing quality, affordability and effective partnerships. KCC is dedicated to providing quality, comprehensive educational programs and services in a fiscally responsible manner. KCC offers a supportive environment for lifelong learning for the development of the individual and the community.

Core Values:

The core values represent shared beliefs about the qualities that reflect KCC's essential characteristics.

- Respect
- Excellence
- Learning
- Integrity
- Collaboration



Kankakee Community College

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Dear Site Coordinator of Clinical Education and Clinical Instructor,

This Clinical Education Guidebook has been compiled to provide you with necessary information relative to the clinical education component of Kankakee Community College's Physical Therapist Assistant Program.

Students and clinical instructors have online access to a Clinical Education Guidebook during each of the clinical placements as a reference for those staff members who will be serving as Clinical Instructors for students from KCC.

If you would like a hard copy to keep in your department, one will be provided upon request.

In addition to this Guidebook, we recommend that you visit the American Physical Therapy Association website (<http://www.apta.org/Educators/Clinical/> , [Magazine](#) | [A Commitment to Diversity, Equity, and Inclusion](#) | [APTA](#) , [Levels of Supervision](#) | [APTA](#)) for additional resources related to clinical education and clinical educator development. The APTA offers resources for clinical instructor credentialing, a Reference manual for Site Coordinators of Clinical Education (membership required), clinical site development, networking, student regulations and more.

We are pleased to be working with you to collaboratively offer excellent clinical education experiences for our PTA students. As you are aware, clinical education is an integral part of physical therapy education, and we could not do it without you – the clinical faculty. Your commitment to the physical therapy profession through the development of today's students will undoubtedly make better clinician's for tomorrow.

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

If any questions, suggestions, or concerns arise as you review this KCC PTA Program Clinical Education Guidebook, or during a clinical experience with a student, please feel free to contact the KCC PTA program staff. Thank you for your willingness in working with our students.

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Acknowledgements

I can no other answer make, but, thanks, and thanks.

- William Shakespeare

The development of an exceptional, high-quality, current, and technically oriented curriculum cannot be realized without the profound influence of others and a great deal of teamwork. The Physical Therapist Assistant Program is the culmination of many thoughts, hopes, and ideas of Kankakee Community College, community health care partners and stakeholders, and interested students.

The PTA program faculty is grateful for all the many other program directors and faculty of several PTA programs who shared their knowledge, experience, information and stories to support physical therapy education, specifically in education of Physical Therapist Assistant students. We are particularly grateful to those who have been very gracious with their time through site-visits, emails, and phone calls - you know who you are; we truly couldn't have developed this program without you. Thank you for providing positive examples through your service and leadership to the physical therapy profession and community.

Thank you for your help. We look forward to serving as examples, mentors, and teachers, and offering our time, knowledge, and experience to other developing and existing programs just as you have done for us.

The PTA Program faculty also wishes to thank KCC Administration, staff, and faculty for supporting the development of the PTA Program as this was clearly not a stand-alone effort, but rather a team endeavor. It is also a continuous process, so we thank KCC for the ongoing support of the PTA Program to meet and exceed the College standards, CAPTE guidelines, and student expectations and to continue to fulfill our mission:

Enhancing quality of life through learning by committing to academic excellence in physical therapy education; developing entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment; and providing exceptional services to our academic, professional, and community partners.

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Section 1: Clinical Education

Purpose of Clinical Education

The purpose of clinical education is to give students exposure and “real world” experience in physical therapy with a clinical instructor who can be a physical therapist (PT) or physical therapist assistant (PTA). Students develop the PT/PTA relationship and apply learned knowledge, patient skills and interventions, and professional behaviors in the clinical environment under the direction and supervision of a PT. Clinical practicums will be held in a variety of physical therapy settings to meet the needs of each student and overall program outcomes.

Clinical Education Definitions

1. Kankakee Community College (KCC). Academic program for physical therapist assistant. Academic Facility (AF). The accredited or accreditation-track educational institution that provides the entry-level curriculum in the professional preparation of physical therapist assistant students
2. Core Faculty. Those physical therapists (PT) and physical therapist assistants (PTA) who are employed by the academic institution and appointed to the PTA program; comprised of the Program Director, ACCE and other appointed faculty members. The primary responsibilities of the Core Faculty in the program are development, implementation, and evaluation of the technical and clinical education components of the PTA curriculum.
3. Program Director (PD). The Core Faculty member who is designated as and has the responsibility for the management of the PTA program.
4. Academic Coordinator of Clinical Education (ACCE). The Core Faculty member who has the responsibility in the program for coordinating the clinical education portion of the curriculum.
5. Clinical Facility (CF). An accredited or approved health care facility that provides the physical therapist assistant student with a learning laboratory and patient contact for the development of physical therapy competencies. While these individuals are not usually employed by the institution that houses the PTA program, they do agree to certain standards of behavior through contractual arrangements for their services.
6. Clinical Education Faculty (CEF). The licensed physical therapist or physical therapist assistant who are employed by the clinical facility and participate in the clinical education of the physical therapist assistant curriculum; comprised of the SCCE and CI.
7. Site Coordinator of Clinical Education (SCCE). The licensed physical therapist or physical therapist assistant employed and designated by the clinical facility to organize, direct, supervise, coordinate, and evaluate the clinical education program in that facility.
8. Clinical Instructor (CI). The licensed physical therapist or physical therapist assistant employed by the clinical facility who is designated by the SCCE to supervise and evaluate the activities of the physical therapist assistant student.
9. Performance Assessment System: The evaluation tool used during clinical practicum experiences by the CI to evaluate the clinical performance of the physical therapist assistant students.
10. Program Curriculum. The comprehensive Physical Therapist Assistant Program curriculum comprised of general education and technical education (core curriculum). The technical education course work consists of theory, clinical education (laboratory and clinical setting), and professional behaviors expected of the entry-level physical therapist assistant.
11. General Education: courses or curricular content that are a part of the associate degree curriculum plan and structured as prerequisites or co-requisites to the courses in the Technical Education portion of the curriculum. General Education typically includes such courses as English, Psychology, Sociology, Biology,

Math and Physics. General Education courses are typically open and available to the entire student body and are generally not considered to be part of the Technical Education portion of the curriculum.

12. Technical Education: courses or curricular content that is required in the degree plan of the PTA program curriculum. The courses in the Technical Education portion of the curriculum are generally open to and taken only by students who have been accepted into the PTA program. These courses generally have a prefix or a designation that reflects the major, (e.g., PHTA).
13. Interventions: selected technical skills taught in the Technical Education portion of the curriculum to prepare program graduates to carry out a plan of care as directed by a physical therapist.
14. Data Collection: components of tests and measures taught in the Technical Education portion of the curriculum to prepare program graduates to carry out a plan of care as directed by a physical therapist.

Criteria for Clinical Site Selection

Kankakee Community College PTA Program wishes to partner with clinical sites who are willing and able to meet the needs of the PTA students in achieving their personal and professional goals as part of the clinical education component of the curriculum. (see appendices: New Affiliation Agreement Process) The following is a list of criteria that guide the PTA core faculty in determining the clinical sites used by the PTA program. The following list, which includes, but not limited to the following facility and staff characteristics considered when considering a clinical site:

Site Characteristics

1. Sufficient variety of learning experiences
2. Diversity of patient diagnoses
3. Provisions for ethical and legal services to patients
4. Administrative support and SCCE for clinical education
5. Positive and active learning experiences
6. Encouragement for CI training and development
7. Maintain appropriate certifications and/or accreditation status
8. Well maintained – clean, orderly, pleasant atmosphere
9. Adequate space and personnel for instructional activities
10. Collaborative partnership with the academic program compatible philosophies
11. Willing to sign and carry out the responsibilities of the Affiliation Agreement between the facility and Kankakee Community College
 - a. Refer to Health Careers Division P&P Manual: Affiliation Agreement Review and Signature Policy for additional details regarding review and/or initiating a clinical affiliation agreement. A copy of this policy can be provided upon request.

Staff Characteristics

1. Minimum of one (1) licensed Physical Therapist on site.
2. At least one (1) Physical Therapist Assistant on site preferred – as appropriate
3. Clinical Instructors should have at least one (1) year clinical experience with the following:
 - a. have a desire to work with students
 - b. collaborate with the student to plan an effective learning experience
 - c. provide frequent, positive, constructive, and timely feedback in either verbal, nonverbal or written forms
 - d. be a role model of legal, ethical, competent, and compassionate care
 - e. provide competent, thoughtful, and effective clinical care
 - f. plan clinical learning experiences relevant to the student's needs, and communicate those goals and expectations

- g. be approachable and collegial
- h. encourage student growth through positive interaction
- i. communicate effectively and regularly with the student and Academic Coordinator of Clinical Education (ACCE) at KCC
- j. Must agree to abide by the terms of the Cooperative Agreement between the facility and Kankakee Community College.

Derived from: GUIDELINES TO PROMOTE EXCELLENCE IN CLINICAL EDUCATION PARTNERSHIPS HOD G06-19-62-59 [Initial: HOD G06-93-27-52] [Previously Titled: Guidelines: Clinical Education Sites] [Guideline]

<https://www.apta.org/siteassets/pdfs/policies/clinical-continuing-education-other-than-pt-pta.pdf>

SCCE/ CI Qualifications:

To Be a SCCE, it is recommended that interested individuals

1. Be a PT or PTA, with all the characteristics of a CI
2. Demonstrate effective communication and interpersonal skills
3. Develop a relationship with, and be knowledgeable about, the affiliated academic program
4. Perform administrative duties such as, but not limited to, completion of the Clinical Site Information Form, clinical education agreements, student placement forms, policy and procedures manuals
5. Develop, supervise, and evaluate the clinical activities of the facility
6. Be open to interaction with CIs, students, school officials, and other colleagues
7. Plan and encourage the professional development of CIs
8. Identify CI and site needs and resources
9. Assist the CI in planning, implementing, and evaluating an effective student learning experience

Derived from: GUIDELINES TO PROMOTE EXCELLENCE IN CLINICAL EDUCATION PARTNERSHIPS HOD G06-19-62-59 [Initial: HOD G06-93-27-52] [Previously Titled: Guidelines: Clinical Education Sites] [Guideline]

<https://www.apta.org/siteassets/pdfs/policies/clinical-continuing-education-other-than-pt-pta.pdf>

To be a CI, it is recommended that interested individuals

1. Be a PT or PTA (required)
2. Have a desire to work with students
3. Have one year of clinical experience
4. Collaborate with the student to plan an effective learning experience
5. Provide frequent, positive, constructive, and timely feedback in either verbal, nonverbal or written forms
6. Demonstrates supervisory and performance evaluation skills
7. Be a role model of legal, ethical, competent, and compassionate care
8. Provide competent, thoughtful, and effective clinical care
9. Plan clinical learning experiences relevant to the student's needs, and communicate those goals and expectations
10. Be approachable and collegial
11. Encourage student growth through positive interaction

Derived from: GUIDELINES TO PROMOTE EXCELLENCE IN CLINICAL EDUCATION PARTNERSHIPS HOD G06-19-62-59 [Initial: HOD G06-93-27-52] [Previously Titled: Guidelines: Clinical Education Sites] [Guideline]

<https://www.apta.org/siteassets/pdfs/policies/clinical-continuing-education-other-than-pt-pta.pdf>

From Guidelines for Clinical Instructors and Guidelines for Center Coordinator of Clinical Education; Guidelines and Self-Assessments for Clinical Education 2004 Revision; Alexandria, VA: APTA Publication No. E-48.

<https://www.apta.org/contentassets/7736d47f2ec642a3962276d9b02503d2/guidelinesandsselfassessmentsforclined.pdf>

Responsibilities of all Participants

Academic Coordinator of Clinical Education (ACCE)

1. Assisting in the development, evaluation, and modification of the clinical education component of the program
2. Maintaining communication between the academic program and clinical facility sites.
3. Ensures the clinical facility is provided all appropriate and necessary materials in a timely manner.
4. Clinical Education Guidebook will be available to SCCE and/or clinical site upon request.
5. Provide SCCE and or facility with student clinical information approximately three 4-6 weeks prior to experience. This information includes: 1) cover letter, 2) student information form, and 3) and student evaluation materials
6. Maintaining student clinical education files.
7. Developing criteria and procedures for clinical site selection, utilization, and assessment.
8. Performing on-site visits during student Clinical Practicum experiences. A telephone visit will occur only when an on-site visit is not feasible. At this time, the ACCE will complete the interviews of both the CI and student. Site visits and/or interviews may be conducted by any PTA program faculty/instructor.
9. Assisting clinical faculty with development of clinical teaching skills by providing training programs as appropriate.

Site Coordinator of Clinical Education (SCCE)

1. Identify, organize, develop, and coordinate the specific learning experiences within the CF.
2. Organize, direct, supervise, coordinate, and evaluate the clinical instruction of the student assigned to their CF.
3. Provide the College with appropriate facility information prior to the Clinical Practicum. This includes the CSIF and any additional material for students prior to clinical.
4. Participate with the ACCE in developing, implementing, and evaluating clinical faculty development programs.
5. Maintain communication with the ACCE, CI, and the assigned student during the clinical practicum (i.e., notification of student problems and progress).
6. Follow the APTA Guidelines for Site Coordinators of Clinical Education
7. Provide ACCE with current CSIF (see www.apta.org)

Clinical Instructor (CI)

To assist the student in achieving a valuable clinical experience, the CI should:

1. Provide the student and/or College with any facility information that may be useful prior to Clinical Practicum Rotation
2. Review the Kankakee Community College PTA Program Clinical Education Guidebook and Student Information Form to be familiar with the student's academic exposure and expected competency level.

3. Schedule a formal on-site orientation of the facility to include appropriate introductions, tour, and review of facility/department policies/procedures. This should occur within the first week of the Clinical Practicum.
4. Discuss and review with the student the expectations of the facility, as well as the student's goals for the Clinical Practicum. This includes discussing what areas of treatment exposure would be most beneficial to the student.
5. Provide the student with responsible, qualified and direct supervision and direction. If CI is a PTA, confirm that there is always A PT on site for students during patient care activities. If PT is not available for a day, make other arrangements for the student, i.e., observe other departments, reading assignments, in-service report, etc.
6. Assign treatment tasks within the confines of the student's present didactic knowledge and ability. The students are instructed to inform the CI if they do not have previous knowledge/exposure of a particular request.
7. Observe and supervise student practice allowing reasonable independence in performance at their level of ability for didactic preparation.
8. Discuss treatment tasks for student participation in patient care in terms of:
 - a. Diagnosis, disability, ongoing treatment and treatment goals, and the specific assignment of the student in providing patient care interventions. Include demonstration and explanation of procedure as necessary.
 - b. Patient's individual problems and needs as relates to physical therapy. Discuss issues that might require referral to another discipline.
 - c. Precautions and safety measures that must be observed.
9. Offer the student exposure to other experiences outside of direct patient care. Such activities may include:
 - a. Housekeeping and other department procedures. These should be covered as is consistent and compatible with institution practice.
 - b. Patient and family/caregiver education in appropriate activities.
 - c. Exposure to other health care departments (i.e., observe a surgery, video-swallow or other healthcare provider patient interactions).
10. Participation with their CI in responsibilities and activities outside of patient care as appropriate.
11. Provide time to be spent each day to discuss patients, problems, questions and concerns.
12. Maintain communication between the clinical education facility and the academic education facility of our PTA program.
13. Arrange a formal conference to discuss the student's mid-term and final evaluations in a place conducive to confidentiality and be able to speak with the ACCE during the scheduled site-visit or appointment call.
14. Evaluate the student's performance using the Clinical Internship Evaluation Tool (CIET) at both mid- term (clinical II and III) and final (all clinicals). This includes reviewing and signing the completed CIET with the student, as well as reviewing the student's completed CIET for self-evaluation purposes.
15. Consult with program ACCE concerning student problems or clarification of student preparation.
16. Review student clinical practicum assignments, materials and Generic Abilities self-assessment with the student as appropriate.
17. Follow APTA Guidelines for Clinical Instructors.
18. Be aware of the Clinical Instructors following rights, which include, but are not limited to:
 - a. To be able to change the student's assigned work hours taking into consideration the student's class schedule to be consistent with the supervising PT or PTA
 - b. To contact the ACCE at any time during the student's practicum to request an emergency meeting if any type of problem is developing with the student.
 - c. To request the student to work on weekends or holidays so long as the PT is supervising. For example, if the student missed a day due to illness, the CI can request the student to work a Saturday to make up his/her time.

- d. To request the Kankakee Community College PTA Program to withdraw any PTA student from the Clinical Practicum whose progress, practices or adjustment does not justify his/her continuance in the clinical experience. The CI and ACCE/instructor must follow the procedures outlined in the Clinical Practicum Policies and Procedures, Termination of Clinical Practicum Experience.
- e. Be awarded continuing education units for supervising clinical education experiences. Up to 5 hours of CE credit may be obtained by being a clinical instructor for either PT or PTA students. Credit will be earned based on hours of cumulative student clinical instruction, with 1 hour of CE credit per 120 student hours. CE credit hours for clinical instruction will be awarded by the student's academic institution. A KCC certificate will be issued by the ACCE following each clinical rotation. The KCC PTA program will not keep a record of CEUs awarded. It is the responsibility of the clinical instructor to maintain a record of hours awarded.
- f. Be invited to attend PTA program clinical education workshops and special training.

Student Responsibility

1. Prior to beginning a clinical practicum, the student will:
 - a. Write an introductory letter to his/her assigned Clinical Instructor (CI) and complete the Student Information Form. These documents should be received by the CI no later than four to six (4-6) weeks prior to the clinical start date, which are included in the packet sent to the CI by the ACCE.
 - b. Contact the CI no later than two to three (2-3) weeks prior to the clinical start date to verify placement and obtain information concerning: 1) appropriate dress code, 2) work hours, 3) availability for meals on the premise, 4) parking, 5) where to report the first day, and 6) any additional information important to start the clinical successfully.
 - c. Have on file in the PTA program the following current information: Physical Health Exam form including immunization/titer records, result of drug screening and criminal background check, and current CPR card. Please submit a copy of each to the ACCE/ EXXAT and maintain the original in your Professional Portfolio. Failure to provide the required materials by the required dates may result in delay, or even withdrawal, from attending the clinical practicum experience.
2. Report to assigned CI at the appointed time each day. Tardiness and asking for days off is inappropriate and unprofessional. Special circumstances may exist with the prior approval of the CI and ACCE or academic instructor.
3. Wear appropriate attire, including name badge, and/or uniform for the clinical facility and be neatly groomed.
4. Conform to the work and holiday schedule of the CI/clinical facility.
5. Abide by all PTA program standards and policies. Students should remember they are a guest in the clinical facility, and where different, clinical facility policies, rules and regulations will take precedence.
6. Abide by the APTA Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant. If questions about ethics arise, students must contact the ACCE or academic instructor.
7. Provide clinical information to family, spouse, or significant other so they may be reached in case of emergency. Personal calls are not allowed except for emergency situations or during assigned breaks.
8. Students are not allowed in the clinical facility in a student capacity except during designated clinical hours.
9. Carry out select skills and treatment interventions for which proficiency has been demonstrated. Such interventions are to be carried out under the direction and supervision of the Clinical Instructor. If a student is asked to carry out an intervention for which they have not had prior instruction or practice in the classroom/laboratory, it is the responsibility of the student to notify the Clinical Instructor before carrying out the intervention.
10. Actively participate in the learning experience provided by the facility. It is encouraged students be exposed to as much as possible to enhance the Clinical Practicum experience; this includes new information which

may have not yet been covered in class. Under these circumstances, the students will not be expected to perform the intervention or skills or be assessed for competency.

11. Maintain open lines of communication between their Clinical Instructor at the facility and the ACCE and/or academic instructor at the College.
12. Complete all required assignments and documentation required by the PTA program and/or facility. This may include but is not limited to completion of all course assignments/requirements, review of materials/skills/interventions prior to performing them on a patient, patient documentation, and charting that may be requested by the CI in accordance with facility procedures.
13. Keep the clinical facility and educational program apprised of his/her current address, health status and contact information in case of an emergency.
14. Be open to constructive criticism and feedback.
15. Seek input from CI as needed if difficulties arise during patient care interventions and/or the Clinical Practicum. Ask questions and research information when clarification is needed. The student is ultimately responsible for his/her learning.
16. Report problems or unusual patient reactions to treatment to CI immediately.
17. Complete Clinical Internship Evaluation Tool (CIET) per course syllabus for purposes of self-evaluation (completed electronically online). Also review the CIET completed by CI during formal evaluation conference.
18. Complete PTA Student Evaluation of Clinical Instruction, PTA Student Evaluation of Site and Belongingness Scale.
19. Submit all required materials/assignments, including the completed CIET to the ACCE or academic instructor by the designated deadline.
20. Students are responsible for all clinical expenses, including but not limited to, travel, attire, additional tests required by the facility, and meals.
 - a. Students are responsible for all costs related to their clinical practicum experiences, including but not limited to: travel, housing, meals and uniforms. If a student chooses or is assigned a clinical site beyond a reasonable commuting distance, it is the student's responsibility to work with the clinical facility and/or ACCE to secure housing as necessary. Transportation to the clinical facility and related parking fees, as appropriate, is the responsibility of the student. The student should have a contingency plan for transportation in case of car problems or inclement weather. Students are expected to follow parking rules and procedures for the assigned clinical facility.

Clinical Practicum Sequence

Although students will be exposed to the clinical setting through observation and field trips/integrated clinical experiences in the first year of the program, the clinical practicum experiences begin the summer between the first and second year of the program. The final two practicums are in the final semester of the Program. The total number of contact hours for all clinical practicum experiences is at or approaching 680 hours. The sequence is intended to give students an opportunity to learn the information through study of theory, practice selected skills and interventions in the classroom laboratory setting, and then apply this learned knowledge and skills in the clinical setting to achieve entry-level competence in clinical practice.

During the first year of the program, students participate in scheduled field trips/integrated clinical education to various clinics, hospitals, and agencies as part of classroom learning as the curriculum is primarily classroom and laboratory courses. Patients may also participate in classroom laboratory sessions.

As students transition to the second year in the program, the third semester of the program contains their first clinical practicum experience, PHTA2053: PTA Clinical Practicum I. This practicum is a 5-week, full-time clinical experience.

The fifth (final) semester of the program in the second year of the program consists of two clinical practicums, both 6-week full-time clinical experiences; PHTA2224: PTA Clinical Practicum II and PHTA2234: PTA Clinical Practicum III. It is the aim of the PTA program that students will have a clinical experience in each of the following areas: an inpatient setting (defined as a clinical setting in which patients reside in the facility, short or long term) and an outpatient

Expectations According to CIET for Clinical Practicum Experiences

PHTA 2053 PTA CLINICAL PRACTICUM I

This at or approaching 200-hour clinical experience is designed to introduce students to the healthcare environment through interaction in a physical therapy setting. This course provides a combination of observation and hands-on practice of selected physical therapy interventions in a closely supervised clinical setting with ongoing communication between the student, clinical instructor, and academic faculty. Emphasis is placed on critical thinking and student self-awareness for ongoing personal and professional development.

CIET expectations at start of Clinical Practicum I: As the first clinical practicum experience, students may enter at varying levels dependent on past experience in physical therapy and health care.

CIET expectations by end of Clinical Practicum I (final evaluation):

- Student will be rated Sometimes on Safety, Professional Ethics, Initiative and Communication Skills with comments indicating areas of improvement for these areas.
- Student will be rated Below for all 16 of the indicators in the Patient Management category.
- Student will be rated at or approaching At that Level for Familiar Patients for at least 8 of the 16 indicators in the Patient Management category.
- Student will be aiming to treat 40-50% of an entry-level PTA caseload by the last day.

PHTA 2224 PTA CLINICAL PRACTICUM II

This at or approaching 240-hour clinical education experience is designed to simulate full-time clinical work, allowing students to perform physical therapy interventions and procedures with increased hands-on patient care in a supervised clinical setting with ongoing communication between the student, clinical instructor and academic faculty. Students will continue to develop professional skills and behaviors as well as critical thinking skills to advance patient care interventions.

CIET expectations at start of Clinical Practicum II: Prior to entering Clinical Practicum II, students must successfully

pass a Comprehensive Lab Practical, which is a culmination of all PTA curriculum skills. Students have also completed all major didactic content areas.

CIET expectations by end of Clinical Practicum II (final evaluation):

- Student will be rated Most of the Time on Safety, Professional Ethics, Initiative and Communication with comments indicating areas of improvement for these areas.
- Student will be rated At that Level for Familiar Patients for all 16 of the indicators in the Patient Management category.
- Student will be rated at or approaching At that Level for all Patients for at least 8 of the 16 indicators in the Patient Management category.
- Student will be aiming to treat 60-70% of an entry-level PTA caseload by the last day.

PHTA 2234 PTA CLINICAL PRACTICUM III

This at or approaching 240-hour clinical education experience is the culmination of all academic and clinical education preparation and is designed to simulate full-time clinical work, allowing students to practice advanced skills and interventions in a supervised clinical setting with ongoing communication between the student, clinical instructor and academic faculty. Emphasis is placed on mastery of entry-level skills in all communication, patient care interventions, and interactions with patients, families/caregivers, the public and other health care workers. CIET expectations at start of Clinical Practicum III: As a general guideline, students are expected to be at the Sometimes performance anchor on the CIET for the Professional Behaviors section. If the student is new to the clinical setting, their performance in the Professional Management sections may initially be rated as Below. However, if the student is already familiar with the clinical setting, the expectation is that their performance will begin closer to a rating of At the Level for All Patients.

CIET expectations by end of Clinical Practicum III (final evaluation):

- Student will be rated Always on Safety, Professional Ethics, Initiative, and Communication.
- Student will be rated At that Level for Familiar Patients for all 16 of the indicators in the Patient Management category.
- Student will be rated at or approaching At that Level for all Patients for at least 12 of the 16 indicators in the Patient Management category.
- Student will be aiming to treat 80-90% of an entry-level PTA caseload by the last day.

Didactic (Classroom/Laboratory) Topics Covered Prior to Clinical Practicums

Role of the PTA working under the direction/supervision of the PT as well as patient care documentation are incorporated into all courses. Courses with a patient-care component also incorporate the following list identifies major content areas covered in each course but is not an all-inclusive list of topics covered. A list of Entry-Level Skills Checklists completed per course is provided.

Overview of topics covered prior to PHTA2053: PTA Clinical Practicum I:

PHTA 1101 Introduction to Health Care

- Historical and current issues in healthcare
- Intradisciplinary communication and professionalism: Professional roles and the PT/PTA team
- Interdisciplinary communication and professionalism: The health care team
- Professionalism, attitudes, behaviors, and effective communication
- Cultural competence
- Personality types and emotional intelligence
- Ethical and legal issues
- Licensure and regulation
- APTA Organization
- Self-Assessment and life-long learning
- Introduction to Evidence-Based Practice and literature review

PHTA 1103 Kinesiology I

- Introduction of Concepts
- Nervous System
- Circulatory System
- Basic Biomechanics
- Articular System
- Arthrokinematics
- Muscular System
- Posture
- Gait
- Spine
- Respiratory System
- Muscle Length Testing

PHTA 1115 PTA Fundamentals I

- Standard precautions, infection control and bloodborne pathogens
- Vital signs
- Transfer techniques
- Wheelchairs
- Assistive devices/assisted gait patterns
- Passive range of motion exercises
- Positioning and draping
- Body mechanics
- Basic wound care – preventative
- Documentation and billing

PHTA 1133 PTA Fundamentals II

- Theory (principles and indications/contraindications) and/or application of physical agents
- Therapeutic heat and cold: hot packs, cold packs, ice massage, cold and contrast bath
- Paraffin
- Fluidotherapy
- Ultrasound
- Taping
- Electrotherapeutic modalities: TENS, High-volt, NMES, Interferential, biofeedback, iontophoresis
- Infrared
- Intermittent compression
- Mechanical Traction
- Documentation and billing

PHTA 1172 Pathology I for the PTA

A body systems approach to the etiology, pathology, signs/symptoms, risk factors, and prognosis and medical treatment of specific diseases and conditions across the lifespan often seen in physical therapy. Primary systems of study include:

- Musculoskeletal
- Neuromuscular
- Integumentary
- Endocrine
- Diseases affecting multiple systems

PHTA 1243 Manual Therapy for the PTA

- Palpation of bony landmarks, muscles and other soft tissues
- Soft-tissue mobilization, therapeutic massage
- Joint mobilization
- Ethical and legal principles of manual techniques

PHTA 1203 Kinesiology II

- Functional anatomy and kinesiology
- Postural alignment/training
- Gait analysis
- Joint and muscle actions in human movement with an emphasis on functional mobility and activities
- Introduction to principles of therapeutic exercise and HEP
- Myotomes and dermatomes
- Manual muscle testing
- Muscle length testing
- Goniometry

PHTA 1272 Pathology II for the PTA

A body systems approach to the etiology, pathology, signs/symptoms, risk factors, and prognosis and medical treatment of specific diseases and conditions across the lifespan often seen in physical therapy. Primary systems of study include:

- Cardiovascular
- Respiratory
- Gastrointestinal
- Other special systems

PHTA 2001 Professional Standards of the PTA

Professionalism through effective verbal and nonverbal communication with all members of the healthcare delivery team, the patient-caregiver interaction, interpersonal skills, and cultural sensitivity will be further reinforced

- Professionalism and effective communication with all members of the healthcare team
- Patient-caregiver interaction
- Student-CI interaction
- Cultural humility, health equity and disparity, implicit bias
- Self-awareness
- Mental Health conditions
- Special challenges across the lifespan
- Social responsibility
- Ethical dilemmas

Overview of topics covered prior to PHTA 2224: PTA Clinical Practicum II and PHTA2234: Clinical Practicum III:

* Note: Not all special topics covered in PHTA2293 are covered prior to PTA Clinical Practicum II. This course is complete prior to PTA Clinical Practicum III.

PHTA 2145 ORTHOPEDICS FOR THE PTA

- Data collection skills for orthopedic conditions
 - Gait and balance
 - Joint integrity and mobility
 - Manual muscle testing
 - Pain
 - Postural alignment
 - Goniometry
 - Edema
- Therapeutic interventions for orthopedic conditions
 - Functional training
 - Stretching and strengthening
 - Postural awareness
 - Utilization of exercise equipment
 - Establishment and implementation of a HEP
- Conditions/topics studied include, but are not limited to
 - Orthopedic fractures and surgeries
 - Soft tissue conditions
 - Peripheral nerve management
 - Aquatic exercise
 - Thoracic outlet syndrome
 - Reflex sympathetic dystrophy
 - Arthritic conditions
 - Sports medicine
 - Temporomandibular joint problems
- Treatment approaches for conditions related to the: spine, pelvis, hip, knee, ankle, foot, shoulder, elbow, wrist and hand
 - Taping techniques
- Evidenced-based practice with orthopedic conditions

PHTA 2156 PTA FUNDAMENTALS III

- Data collection skills for neurologic conditions

- Arousal, mentation, and cognition
 - Assistive devices
 - Gait, balance, and locomotion
- Neuromotor development
 - Postural alignment
- Therapeutic interventions for neurologic conditions
 - Functional training
 - Balance and coordination training
 - Postural awareness training
 - Neuromotor rehabilitation techniques
 - Establishment and implementation of HEP
- Conditions/topics studied include, but are not limited to
 - Motor development, motor control, and motor learning
 - Proprioceptive neuromuscular facilitation (PNF)
 - Pathological gait
 - Neurological conditions including, but not limited to:
 - Stroke
 - Traumatic brain injury
 - Cognitive and perceptual dysfunction
 - Neurogenic disorders of speech and language
 - Prescriptive wheelchair
 - Spinal cord injury
 - Adult neurological disorders: MS, PD, Supranuclear Palsy, Normal Pressure Hydrocephalus, ALS, Charcot-Marie Tooth (peripheral nerve problem), Guillain Barre, Huntington's Disease, Multiple System Atrophy, Myasthenia Gravis, PD, Spinocerebellar Ataxia
 - Pediatric neurologic disorders: Autism, CP, Down Syndrome, Fetal Alcohol Syndrome, Friedrich's Ataxia, Muscular Dystrophy, Osteogenesis Imperfecta, Spina Bifida
- Evidenced-based practice with neurological conditions

PHTA 2185 PTA FUNDAMENTALS IV

- Data collection skills for cardiac, vascular, pulmonary, and integumentary condition
 - Aerobic capacity and endurance
 - Assistive, adaptive, orthotic, and prosthetic devices
 - Integumentary integrity
 - Postural alignment
 - Ventilation and respiration examination
- Therapeutic interventions for neurologic conditions
 - Prosthetic and orthotic functional training
 - Sterile techniques
 - Aerobic conditioning
 - Breathing and coughing techniques
 - Wound management
 - Establishment and implementation of HEP
- Conditions/topics studied include, but are not limited to
 - Promoting health and wellness
 - Principles of aerobic exercise
 - Vital signs
 - Pulmonary disease and conditions
 - COPD

- Emphysema
 - Restrictive lung diseases
 - Cystic fibrosis
- Chest physical therapy and postural drainage
- Heart/cardiac disease and conditions
- Vascular disease
 - Arterial insufficiency; PVD
 - Venous insufficiency
 - Lymphedema
 - Diabetes
- Orthotics
- Amputations and prosthetics
- Aseptic techniques/sterile techniques
- Wounds: vascular, neuropathic, pressure ulcers
- Burns
- Evidenced-based practice with cardiac, vascular, pulmonary, and integumentary conditions

PHTA 2293 PTA FUNDAMENTALS V

Potential special interest topics:

- Geriatrics
- Woman's and Men's health
- Pre – and post-partum
- Industrial rehabilitation and Work hardening/work conditioning
- Chronic pain
- Pediatrics
- Home Health
- Vestibular
- Lymphedema
- Blood flow restriction
- Sports
- Cancer

Entry-Level Skills Checklist by Course

First Year – 1st semester		
<u>PHTA 1115</u> Assistive Devices (Ambulatory Aids) Donning/Doffing Isolation Clothing – Isolation Precautions Hand Washing Patient Positioning and Draping Transfers Vital Signs Wheelchair (Manual) Fitting and Use Gait Training with Assistive Device	<u>PHTA 1103</u> Goniometry/ROM Measurement (spine) Instruction in Home Exercise Program Manual Muscle Testing (Spine) Postural Alignment/Training Passive Range of Motion (spine)	
First Year- 2nd semester		
<u>PHTA 1243</u> Joint Mobilization – Grades I and II Palpation of Bony Landmarks Soft Tissue Palpation/Mobilization	<u>PHTA 1203</u> Goniometry/ROM Measurement Manual Muscle Testing Muscle Length testing	<u>PHTA 1133</u> Biofeedback Cold Bath and Contrast Bath Cold Packs Electrical Stimulation Hot Packs Ice Massage Mechanical Traction Paraffin Treatment Therapeutic Ultrasound
PHTA 2053 – PTA Clinical Practicum I		
Second Year – 4th semester		
<u>PHTA 2145</u> Gait deviations Instruction in Exercise with Use of Equipment Instruction in Home Exercise Program	<u>PHTA 2156</u> Activities of Daily Living Facilitation/Inhibition techniques Gait deviations Postural Alignment/Training Transfers	<u>PHTA 2185</u> Anthropometric Characteristics Cardiac Dysfunction Donning/Doffing Isolation Clothing – Aseptic Isolation Donning/Doffing Sterile Gloves Dressing Change Orthotic/Prosthetic Devices Pulmonary Dysfunction Vital Signs
Second Year – 5th semester		
<u>PHTA 2293 (CLP)</u> See Entry-Level Skills Checklists		
PHTA 2224 – PTA Clinical Practicum II		
PHTA 2234 – PTA Clinical Practicum III		

Section 2: Clinical Education Policies and Procedures

Student Status

Students participating in clinical practicum experiences shall not be considered employees of the facility and shall receive no compensation for the services they may provide under the direction and supervision of the clinical instructor.

Professional Liability (Malpractice) Insurance

KCC provides malpractice liability coverage for students in the PTA program at a minimal cost which is included in student lab fees for each course. Students are required to participate.

Health Insurance

Working in the health care field involves an assumption of risk. If the student, after appropriate instruction, follows correct protocol, procedures and policies, the risk of injury or illness is minimal. Should an incident or illness occur, the student assumes the responsibility for testing, treatment and any other expenses.

KCC requires assurance that medical costs for personal injuries incurred, or disease contracted by a program student will be paid. To meet this consideration, KCC requires that all health career students either have their own health insurance or sign the health insurance waiver and assume responsibility for medical costs. KCC strongly recommends carrying major medical insurance coverage. The Health Insurance Form, included in the PTA acceptance letter packet, must be submitted and is retained in the student's file. If a student's health insurance status changes during the program, the student should request a new form from the ACCE to update his/her file. Please note: some clinical facilities may have specific requirements. It is the student's responsibility to meet facility requirements for clinical placement.

Health Status (applies to all components of the curriculum)

Students are expected to abide by the PTA program Absence/Illness/Injury Policy Statement during all clinical practicums and laboratory courses. The student shall notify the facility and the course instructor/ACCE of any health conditions that pose an identifiable risk to patients or any changes in their health status that is confirmed before or during the clinical practicum experience. In the event a student experiences a change in health status, the student must notify the PTA Program Director and/or course instructor immediately and submit a Change in Health Status and Medical Release to Return to Lab/Clinical Practicum (see student guidebook for form) and any follow-up documentation completed by his/her physician/health care provider to keep on file in the PTA program. Students may not participate in clinical activities with any type of restriction.

Substance Abuse

Students who are suspected, in the judgment of KCC faculty and/or administrators, to be under the influence of drugs, alcohol or other behavior altering substances while in class, lab, clinical setting or other college-sponsored activities may be tested without notice according to Board-approved procedures. Failure to comply with the college procedure for testing will result in disciplinary action.

Any student who has been dismissed from a clinical facility by a Clinical Instructor must report to the ACCE prior to returning to the clinical experience. The ACCE will notify the Program Director. See Code of Campus Affairs and Regulations 17.6, A, VII in the KCC Catalog (<https://kcc.smartcatalogiq.com/en/2024-2025/academic-catalog/code-of-campus-affairs-and-regulations/code-of-campus-affairs-and-regulations/#code-of-conduct>)

Medication

A student should take medication (prescription or over the counter) only as directed and upon the advice, prescription, and supervision of a physician or other health care provider allowable by law and should inform, and may be required to inform, the instructor, Program Director and/or ACCE when they are taking any drug so that the instructor is in a knowledgeable position should an emergency situation arise. Any medication that may affect the

student's ability to think clearly and perform safely will result in the student being excused from the classroom, lab, or clinical until no longer taking the medication. A student will not be allowed in the clinical facility under the influence of a narcotic medication.

Students in KCC's PTA program are strongly encouraged to avoid the use of drugs which affect the central nervous system unless the drugs are taken under the prescription and supervision of a physician. Such drugs can affect one's psychomotor abilities and consequently jeopardize the welfare and safety of the patient/client and decrease your ability to behave effectively in the program. In accordance with the Standards for Ethical Conduct for the Physical Therapist Assistant, the PTA student shall not take any harmful drugs.

Pregnancy

Pregnancy should be reported to the ACCE and Program Director as soon as it is suspected or verified. Though the student's right to privacy is recognized and respected, it is important that the faculty be aware of the situation to inform the student of and give the best possible protection against the environmental dangers that may be encountered in the laboratory and/or clinical setting. The ACCE will consider the student's pregnant status when making clinical assignments. Students must be able to safely complete all clinical requirements within the practice setting; clinical placement is not guaranteed when pregnant.

A student who is pregnant and chooses to remain in the program will do so at their own risk. The student will be asked to sign a Pregnancy Release form verifying that they are aware of the possible dangers to themselves and the fetus, and to release cooperating health care facilities and KCC from all liability and damages that may arise by continuing in the PTA program while pregnant. Additionally, the student will be required to obtain medical clearance to continue in the program [See the Change in Health Status and Medical Release to Return to Lab/Clinical Practicum Form]. Forms can be obtained from program faculty.

Latex Allergy

Student with a latex allergy, or other known allergy that may affect their participation in a clinical practicum experience are responsible for notifying their Clinical Instructor prior to attending the clinical experience.

Standard Precautions (applies to all components of the curriculum)

The student will be instructed in the Federal OSHA (Occupational Safety and Health Administration) blood borne pathogens standards, standard precautions (preventing transmission) and TB precautions prior to potential risks. Clinical sites may require additional health records and training (further information provided in specific classes). Standard precautions should be always maintained in the classroom and clinical setting.

In the event of a significant exposure (e.g. an occupational incident involving eye, mouth, other mucous membrane, not-intact skin, or contact with blood or other potentially infectious material including saliva), the student must report the incident immediately to their Clinical Instructor at the clinical facility as well as the PTA Program ACCE at the College.

PTA Program Safety Policies and Procedures

Safety Policy Statement: A high priority of the PTA program is to ensure the safety of all students and all those associated with the PTA program during all classroom, laboratory, and clinical experiences. Students in the PTA program should be familiar with campus security procedures outlined in the KCC College Catalog while on campus, as well as the facility's safety procedures during field trips/integrated clinical experiences and clinical practicums. It is the instructor's responsibility to make students aware of facility safety procedures when off-campus. In the event of an incident on-campus, the instructor/faculty will notify the appropriate persons to report and document as required.

Off-Campus Safety Procedures Policy

It is the policy of the Physical Therapist Assistant program to ensure the safety of persons associated with the program which may include; faculty, staff, students, and visitors. All on-campus safety and professional conduct expectations hold true off-campus as well as on-campus.

Clinical Practicum Experiences

1. Students are expected to abide by all policies and procedures as outlined in the KCC College Catalog and PTA Student Guidebook.
2. In addition, students are expected to comply with all clinical facility specific policies and procedures, specifically as relates to safety of themselves and their patients.
3. Any incidents related to student safety and/or behavior during Clinical Practicum experiences should be documented using the Coaching/Mentoring Form and Documentation of PTA Student Behavior form which is available in the PTA Program office.
4. In the case a student has an injury/incident while participating in a Clinical Practicum Experience, the following procedures should be followed:
5. If a student is injured while participating in off-site clinical experience/practicums, the student will notify their Clinical Instructor and PTA program faculty immediately.
6. If the student is unable to notify the PTA program faculty due to the nature of the injury, the Clinical Instructor will notify the PTA program faculty as soon as possible.
7. The student and/or Clinical Instructor are responsible for any facility required reporting/documentation of the Injury/Accident/Exposure. The CI will provide the ACCE with timely and appropriate documentation of the occurrence and in accordance with the clinical facility policy.
8. If the facility does not have an injury/incident form for documentation purposes, the ACCE or course instructor will document the incident using the KCC Incident-Injury Report Form to keep on record in the student's file.
9. If the student requires or wishes to receive medical care, he/she/they will call and visit their health care provider or the emergency department. It is recommended that students maintain major health insurance throughout their enrollment in the PTA program and are financially responsible for any medical care, treatment, or examination the student may seek while a student in the PTA program.
10. Incident-Injury Report Forms will be used by the PTA program to identify causes of injury and address any pertinent corrective action by the student, clinical facility or PTA program.

Personal Phone Calls

Students should inform their families and childcare personnel where they are in case of an emergency. This includes the name of the clinical facility and the clinical instructor during clinical practicums. Students should not receive “non-emergency” phone calls or visitors during a class or clinical experience time, nor should students make non-emergency phone calls from the clinical facility. Personal phone calls or checking messages should only be made during appropriate times, such as during break. Students should use their personal cell phone to make personal calls from clinical facilities. Students may not carry cell phones while treating patients/clients.

Clinical Supervision

Physical Therapist Assistant students may be supervised by a licensed physical therapist assistant (PTA) or physical therapist (PT). When a licensed PTA is the clinical instructor, a PT must be on-site (in some cases supervision by the PT must be line-of site) for the duration of the clinical education experience, per the Illinois State Practice Act. Students are not allowed to provide patient interventions when a PT is not on site or if the assigned clinical instructor is absent, unless other appropriate arrangements have been made. If the student arrives to the clinical facility and there is not a PT on site, the ACCE is to be notified immediately to discuss the situation and options.

Patient/Client Rights

Patients/clients have the right to know that they are being treated by a student and may refuse treatment by the student. The CI has the responsibility to obtain patient consent for treatment provided by the student and to introduce the student as such. Additionally, students are required to introduce themselves to patients/clients, staff and others as a “Student Physical Therapist Assistant” always and receive informed consent from the patient prior to treatment. Should a patient/client pursue their risk-free right to refuse treatment from a PTA student, this should graciously be acknowledged and communicated with the clinical instructor (CI). It is the student’s responsibility to coordinate with the CI to develop an alternative plan for the patient’s care.

Clinical Facility Rights

Any clinical facility has the right to refuse a clinical practicum schedule to students and program faculty. Students and clinical faculty may request to see the Clinical Affiliation Agreement developed between the clinical facility and KCC for further details regarding clinical facility rights. Such requests should be directed to the ACCE.

Termination of a Clinical Practicum Experience

A clinical practicum experience may be terminated for any of the following reasons, but is not limited to:

1. Unsatisfactory performance; including unsafe behaviors, attendance issues, or behavioral concerns.
2. Health status that is detrimental to the successful completion of the clinical practicum
3. Determination that continuance in the practicum is not in the best interest of the facility, KCC, or the student.

When a CI and/or ACCE or course instructor recommend a student be withdrawn from a clinical experience because of one of the situations listed above, the following procedure should be followed:

1. The CI will document the incident(s) using the Coaching/Mentoring Form and Documentation of PTA Student Behavior (Appendix J) and notify the ACCE or course instructor immediately.
2. The student will meet with the CI and/or SCCE and the ACCE and/or course instructor. A written document will be drawn up by the ACCE or course instructor defining the problem(s) with action plans within a given time. This document will be reviewed with the student and he/she/they must sign the document to acknowledge it has been reviewed with him/her/them. Failure to comply with the conditions set forth in the agreement may result in an additional clinical requirement or dismissal from the Clinical Practicum.

If a student is removed from the clinical setting, the ACCE or course instructor reserves the right to determine whether the student will be counseled/coached, tutored in problem areas, rescheduled in another facility, or recommended for dismissal from the Program. Students have the right to appeal this decision following the appropriate appeals processes for the College.

Please note: A Clinical Instructor has the right to withdraw a student from the clinical facility, but not from KCC's PTA program.

Channels of Communication and Problem Resolution (PTA/Health Careers Policy)

The faculty believes that the following of the proper channels of communication is conducive to good interpersonal relationships and the prevention or solving of problems in addition, it is believed that problems are best resolved at the level on which they occur. The student is expected to follow the proper channels of communication when dealing with peers and faculty.

Should a problem occur between students, the students are expected to resolve the problem themselves. They may seek guidance from faculty or other KCC resources regarding how to handle the problem but attempts at resolving the problem should occur between the involved students in an adult and professional manner. If after a reasonable attempt, the problem has not been resolved, the students should bring the problem to the attention of the appropriate faculty member. Should resolution of the problem not occur after faculty involvement, the Program Director and/or the Associate Dean of Health Careers should be consulted by the students and the involved faculty member.

Problems which occur between a faculty member and a student must first be dealt with by the student and the faculty member. If resolution does not occur after a reasonable length of time, the PTA Program Director and/or Associate Dean of Health Careers should be consulted. Either the student or faculty member may initiate involvement of the PTA Program Director/Associate Dean of Health Careers.

Problems which occur during a clinical experience between a student and Clinical Instructor, other staff member, or patient should also be attempted to be resolved between the involved individuals first. Such issues or concerns should be brought to the attention of the ACCE as soon as possible. The ACCE will provide the necessary guidance and/or leadership for resolution of the problem and consult the Site Coordinator of Clinical Education (SCCE) and PTA Program Director as needed.

The PTA Program faculty may involve the Associate Dean of Health Careers, Vice President for Instructional and Student Success, Dean of Student Services, Associate Dean of Health Careers and other appropriate college officials in any situation in which their involvement is deemed necessary.

Program Complaint Policy:

It is the policy of the Physical Therapist Assistant program to welcome comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement.

Program Complaint Statement:

Individuals formally or informally affiliated with KCC have the right to express their concerns regarding the PTA program, or any of its affiliates. The PTA program supports the chain of command that encourages any individual with a concern, complaint, or problem to address the issue with the involved person first. Should a resolution of the problem not occur after reasonable attempt, or within a reasonable amount of time, the PTA Program Director should be notified. If the complaint pertains to the PTA Program Director, the complaint should be taken to the Associate Dean of Health Careers. If a complaint is related to the clinical education component of the curriculum, the Academic Coordinator of Clinical Education (ACCE) should be notified in addition to the Program Director.

The following procedures for formal complaints involving the PTA Program provide a means for individuals to share their complaints or concerns that fall outside of due process. For the purpose of this reporting requirement, the PTA program considers as formal complaints only those which are written and mailed or delivered to the offices of the PTA Program Director or the administrative office(s) responsible for the program.

If the nature of a concern falls into the possibility of a formal complaint to the program's accrediting body, contact the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/>.

Students

The PTA program will follow the Formal Student Complaint Policy outlined in the Code of Campus Affairs and Regulations and can also be found online at <https://www.kcc.edu/student-resources/student-complaint-procedures/>.

A student who wishes to file a formal complaint/appeal/ grievance regarding an issue pertaining to enrollment, attendance, or provision of services at Kankakee Community College shall first meet with the program division associate dean/director to obtain the proper forms and be advised on the proper appeal process to be followed and the person with whom the process should begin.

Clinical Facility Complaint Procedure

A Clinical Instructor (CI) who feels they have a grievance concerning a student should first attempt to address the concern with the student and if the situation remains unresolved should then consult with the facility's Site Coordinator of Clinical Education (SCCE) and the program's Academic Coordinator of Clinical Education (ACCE). If a satisfactory solution cannot be reached, the complaint should be taken to the Program Director, Associate Dean of Health Careers, Vice President for Instructional and Student Success, or the college President, in that order. If the CI has a grievance concerning the PTA program, they should first address the concern with the ACCE and then with the Program Director.

Public Comment Policy

The grievance/due process policies at KCC provide a voice for current and prospective students, employees, and other affiliated persons. Individuals who do not have a formal affiliation with KCC or the PTA program also are welcome to provide comments or complaints according to the Public Comment Policy regarding concerns/complaints that fall outside of due process. This policy can be found online on the PTA Program page or at <chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://kcc.smartcatalogiq.com/-/media/institution/kankakee/program-pdfs/pta/PTA-program-public-comment-policy.pdf>

Section 3: Academic Standards, Policies, and Procedures (Pertinent to Clinical Education)

Attendance Policy

All the following attendance procedures apply to classes/labs on campus as well as clinical education experiences. Students are expected to report to the classroom, lab, or clinical facility on time, properly dressed, and prepared to carry out the learning experience. A student's performance in a course is reflective of attendance, professionalism, and participation. Students should communicate with the instructor about any extenuating circumstances or needs as soon as possible.

Regular attendance at all scheduled classroom, laboratory sessions, and clinical practicum experiences is expected and mandatory. Attendance at all clinical practicums and field trips will be strictly enforced. Online/hybrid courses will follow attendance policies for online/hybrid courses. Refer to each course syllabus for specific attendance and work expectations. The instructor will determine the validity of absence(s) and whether the student will be allowed to make up class work and/or exam/test/quiz. Students are encouraged to use sound judgment when traveling in all weather conditions.

Clinical facilities may not observe the same holidays as KCC. It is the student's responsibility to complete the clinical practicum requirements through a mutually agreed upon schedule with the CI and ACCE/course instructor, including any make-up days. The academic calendar is published well in advance to allow planning for personal events. If a CI is absent/not available for the day, the CI must decide for appropriate supervision of the student (refer to Section 6 for documents); if such an individual is not available for supervision, the clinical facility must notify the student and the ACCE or course instructor that the student should not report to the clinical site that day. Students must still complete the required clinical hours. The ACCE and/or course instructor will review the circumstances on a case-by-case basis should this occur for an extended period and affect the student's experience for learning and meeting practicum objectives.

In the case of pediatric or school affiliations; school improvement, faculty in-service and school holidays are known in advance of the Clinical Practicum assignment and make-up days may be coordinated between the CI and student, with approval of the ACCE or course instructor.

A faculty member or clinical instructor may request a student whose behavior is disruptive or unsafe to leave the classroom or clinical area, which may result in that student being considered absent for that session. If the faculty feels that the student's behavior justifies dismissal from a course, program, or the College, the matter will be taken to the appropriate College administrative official(s) for consideration, recommendation, and action.

Inclement Weather/Campus Closure:

Students will be notified of campus closure due to inclement weather or other circumstance. In the event of campus closure during a clinical practicum experience and the clinical site is open and/or not affected, students should attend despite a campus closure. If a student does not attend a clinical day(s) when expected, the student is responsible for notifying their clinical instructor and course instructor. Students must complete all required hours for clinical practicum experiences and will be required to make up missed days. Classes held on campus that are canceled due to campus closure may be made up at the discretion of the instructor and students.

KCC will make closing announcements as far in advance as possible in cases of severe weather, utility outages, or other circumstances. Generally, KCC operates in inclement weather. Through its School Messenger service, KCC provides students and staff with phone, text, and email alerts for emergency and weather closings. Phone and email alerts are sent for class cancellations and student services related notifications.

Absence due to Illness/Injury

Students are expected to exercise sound judgment regarding attending any class or clinical experiences when ill for the protection of patients/clients, peers, and personnel of the health care facility. The faculty reserves the right to

request that a student leave the patient care area if it is felt that the condition of the student can endanger the health and welfare of the student or others.

In the event of an unforeseen emergency, illness or unavoidable circumstance, the student or another assigned person must notify the appropriate instructor(s) with reason for absence as soon as possible and prior to the scheduled class, lab, or clinical practicum/experience. Please refer to course syllabus for contact information. Students are also responsible for obtaining CI and clinical facility contact information and preferred method of contact.

Appropriate instructor means:

1. In the classroom/lab setting the appropriate instructor is the primary instructor for the course.
2. During a clinical practicum experience the student must contact **BOTH** the Clinical Instructor (CI) and the course instructor for the course.

A student who has a change in their health status that impacts their ability to participate in class, lab or clinical must immediately notify the course instructor as well as the Program Director and/or ACCE. The PTA program or clinical facility/clinical instructor reserves the right to request a medical release form by a physician, or other health care professional as allowable by law, in any situation in which there is a possible threat to the health and welfare of the student, others, or the absence is longer than three consecutive days. Upon request, the Change in Health Status and Medical Release to Return to Lab/Clinical Practicum form (in Student Guidebook or available upon request) and any follow-up documentation must be submitted to the PTA Program Director or ACCE before the student may be allowed to resume attendance in program lab activities or clinical experiences respectively. Students may not participate in clinical activities and/or select lab activities with any type of restriction.

A student's progression in the program may be affected because of acute or chronic physical or emotional problems. The faculty will consider the student's status on an individual basis and make every attempt to consider the student schedule, but the student must meet all course requirements to receive a passing grade and progress in the program. In the case of an "extenuating circumstance" an incomplete grade may be considered to allow the student additional time to complete the course requirements.

Tardiness

Students are expected to be present at the beginning of class, lab, or clinical practicum and remain until the scheduled session and responsibilities are complete. Being late or leaving early (without permission) will be considered tardy. Students should notify the instructor and/or clinical instructor out of common courtesy if he/she/they is going to be late. Three tardies are equivalent to one absence. Tardies will be monitored at the discretion of the course faculty. If tardiness remains a problem, the student will be required to meet with the course faculty and/or Program Director to determine a course of action.

Grading System and Policies and Evaluation of Student Performance

The following grading scale will apply to all PTA core (PHTA) courses:

93 – 100%	A	
84 – 92%	B	
75 – 83%	C	
66 - 74%	D	Non-passing grades
Below 66%	F	

Clinical Practicums

1. The Academic Coordinator of Clinical Education (ACCE) and/or academic instructor for a clinical experience makes the final grade determination for all clinical practicum experiences. Students will be assigned a letter grade based on the following tools:
 - CIET will be completed by both the student and clinical instructor, including additional comments and supporting documentation from the student and/or clinical instructor
 - Clinical Education Portfolio (may include case study/in-service/project approved by the Clinical Instructor and ACCE and specified assignments.)
2. The course instructor will have communication with the student and Clinical Instructor during each clinical practicum via an onsite visit or telephone contact. Ongoing communication between student, CI, and course instructor/ACCE is expected.
3. Both the CI and the student will complete the CIET at midterm (only for Clinical Practicum II and III) and final of the clinical practicum to provide the student with evaluative feedback as well as identify any potential “red flags.” For Clinical Practicum I, the Clinical Instructor will complete an abbreviated assessment of student performance. The student and/or clinical instructor should notify the ACCE at time of evaluation if the student disagrees with, or there are significant discrepancies between the CIET.
4. Each clinical practicum has a different grading scale due to different levels of student experience and performance expectations. Refer to the course syllabus for details.
5. Failure to submit to the ACCE or course instructor all required materials by the due date will result in an automatic drop of one letter grade for the clinical practicum experience, unless the student received prior approval from the ACCE for an extension.

PTA Clinical Practicum I:

1. Requirement of at or approaching 200 hours for Clinical Practicum I experience.
2. Faculty will provide students with grading expectations and standards for both the CIET and Clinical Education portfolio prior to start of the clinical practicum experience.

PTA Clinical Practicum II and PTA Clinical Practicum III:

1. Requirement of at or approaching 240 hours each for Clinical Practicum II and Clinical Practicum III experiences.
2. Faculty will provide students with grading expectations and standards both for the CIET and Clinical Education portfolio prior to start of the clinical practicum experience.

Section 4: Clinical Practicum Forms and Resources

The following documents will be contained on the **Site Resources Page** on EXXAT for the SCCE/CI. The student will also have copies of the forms upon arrival to the clinic. Please contact the ACCE at rvandavelde@kcc.edu with any questions or if you would prefer emailed copies of any documents.

Documents on Site Resource Page include:

1. Clinical Practicum Orientation Scan to PTA or CI Details Form
2. Clinical Practicum Time Sheet
3. Course Specific Documents: syllabi, weekly goals/ planning form, documentation made simple
4. Clinical Education Guidebook (online access only unless otherwise requested)
5. CIET Resources
6. APTA Resources
7. Faculty Contact Information

Section 5: Student Rights and Responsibilities

Students in the PTA program should expect to be treated fairly, professionally and with mutual courtesy and dignity. Students have the right to privacy, confidentiality and non-discrimination. Students also shall not endure any form of harassment or misconduct on the part of the faculty or the clinical instructor and staff of a clinical facility. Students have the right to a safe practice environment in the lab and clinical setting.

Professional Standards Policies

KCC is an educational and collegiate environment and thus has the obligation to adopt rules and regulations that both respect and protect the rights of all students.

The Health Careers Division will strictly enforce all KCC standards and guidelines as outlined in the Code of Campus Affairs and Regulations located within the college catalog. Specific attention should be paid to the “Code of Conduct” (17.0) and “Disciplinary Procedures.” (18.0) (www.kcc.edu – “Academic Catalog”)

The faculty may remove a student from any situation for exhibiting unprofessional behavior at any time that does not reflect the standards and expectations of the Health Careers Division, professional legal and ethical guidelines, or the respective profession. If faculty/an instructor feels further action is warranted or feels that a student’s behavior justifies dismissal from a course, program, or the College, the matter will be taken to the appropriate individuals for recommendation and action.

Professional Conduct

Honesty, integrity, and civility are fundamental characteristics expected of all Health Career Students. Each individual student is responsible for his/her own actions and must inform the program faculty and clinical instructor of any error or accident that occurred related to his/her role as a student within a program in the Health Careers Division. Students are to complete assignments and interventions accurately following principles learned in the classroom and the policies and procedures of the clinical facility. Students should not willfully perform or assist with any procedure or act which is detrimental to the safety or well-being of the patient. Students should only perform those procedures in which they have been adequately prepared. Students should always maintain trust and confidentiality of patients.

PTA students are also guided by the *Standards of Ethical Conduct for the Physical Therapist Assistant* Standards of Ethical Conduct and *Guide for Conduct of the Physical Therapist Assistant* <https://www.apta.org/your-practice/ethics-and-professionalism/apta-guide-for-conduct-of-the-physical-therapist-assistant> of the American Physical Therapy Association (APTA). Students should be able to recognize, identify and abide by these standards. Failure to do so will be considered a violation of professional behavior resulting in disciplinary action leading up to and including dismissal from the program.

Confidentiality

Students are expected to maintain confidentiality in all situations related to the classroom, laboratory setting, and clinical experiences according to HIPAA and FERPA policies. Confidentiality is important to maintain the integrity of the program as well as the trust of others. Students in a Health Career Program are expected to abide by the following Confidentiality Policies and understand the Confidentiality Agreement.

HIPAA Policy

1. Patients have rights to privacy and confidentiality. Under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the only communication about patients that is necessary to provide, manage, and coordinate

care is permitted. To ensure that students and faculty of the Health Careers Division understand the importance of this law that requires patient/client information to be kept confidential, the following HIPAA policy is enacted:

2. Students participating in clinical education are in facilities for the purpose of learning, and function under the direction and supervision of a clinical instructor or clinical faculty. When KCC students are functioning within a facility for the purpose of education, they are to follow the confidentiality policies and procedures of the facility.
3. Information gathered during clinical education experiences, ICE, field trips, or patient/student interaction and interviews in the laboratory setting are to be treated as confidential and in accordance with HIPAA guidelines.
4. Discussion between students and instructors about classroom and clinical experiences are expected to occur so that students may learn from the experiences of others. These discussions are basic to the education of a Health Careers student and are not considered to be unethical - providing that the rights and dignity of the patient are maintained and limited to appropriate learning situations. Patient specific information should not be discussed with anyone outside the facility, among employees of the clinical site, or among students unless information is required directly for the care of the patient or as a learning tool within the educational setting. Unauthorized disclosure of patient information may result in civil and/or criminal liability under Federal or State laws.
5. Confidentiality must be maintained for all patient information that is taken from the clinical facility. Students need to make sure that all identifying information is blackened out. Taking any paper documentation with patient identifiers out of the facility building is strictly prohibited.
6. Protected patient information includes but is not limited to: name, address, phone, dates (birth date, admission date, discharge date, date of death), fax number, email address, SSN and driver's license number, medical record number and health plan beneficiary number, and any other identifying information.
7. Highly confidential information (must have patient's/client's authorization for release) consists of but not limited to mental health notes/treatment/disability, alcohol and drug abuse, HIV/AIDS; venereal disease, genetic testing, child abuse or neglect/adult abuse, sexual assault.
8. Students must complete required training and documentation for HIPAA prior to entering the clinical setting for field trips or clinical practicum experiences. KCC requires that every student in the PTA program will complete the training, including completion of a HIPAA exam and read and sign the *Statement of Confidentiality* (see below). Students may also be required to complete specific clinical facility training.

It is the responsibility of every student to maintain the confidentiality of patient information, personnel information, and competitive information regarding a clinical facility's plans and operations always. Failure to abide by the HIPAA policy will result in disciplinary action which may lead up to and include dismissal from the program.

Confidentiality Agreement

I have been informed and understand that information concerning care and treatment of patients/clients in any clinical setting is confidential and is not to be disclosed to any person or entity without appropriate client authorization, subpoena, or court order. As a student, I agree not to directly or indirectly disclose said information without proper authorization and specifically agree with the following requirements:

1. I will avoid any action that will provide confidential information to any unauthorized individual or agency.
2. I will not review medical records, files, or computer data for which I have no authorization or designated responsibility to review in the performance of my student duties.
3. I will not make copies of any medical records or data except as specifically authorized.
4. I will not remove any confidential identifying information in the form of records, reports or other files from the clinical facility except as authorized in performance of my student duties.
5. I will not discuss in any manner, with any unauthorized person, information that would lead to identification of individuals described in the medical record.
6. I will not provide my computer password to any unauthorized person.

7. If I observe unauthorized access or divulgement of confidential records or data to other persons, I will report it immediately to my instructor. I understand that failure to report violations of confidentiality by others is just as serious as my own violations.

As a student, I understand that breach of confidentiality may be cause for immediate dismissal from the Physical Therapist Assistant program.

FERPA Policy

In compliance with the Family Educational Rights and Privacy Act (FERPA) and all amendments, students at KCC are guaranteed certain rights with respect to their educational records. Refer to the KCC College Catalog, Code of Campus Affairs and Regulations, Section 12.0-12.2 for detail of these rights.

Social Media

Students should recognize that they are on the brink of entering a profession and should use good judgment about what is always posted in these forums. The preservation of patient and client confidentiality is of utmost importance; students found to have breached this confidence are not only subject to dismissal from the Health Career Program they are currently enrolled but may find themselves open to legal action as well.

Participation

Enthusiasm, cooperation and participation are stimulating factors which contribute to interpersonal relationships, learning, and good working conditions. Students are expected to participate in all aspects of learning, whether in the classroom, laboratory, clinical setting, online, or other program related event to the best of their ability. Student may be interviewed, photographed, and/or audio/videotaped related to their participation in PTA program learning experiences. Students are requested to read and sign the Consent and Release of Media Materials for Interview, Photographing, Audio/Videotaping and/or Website Use statement on the *PTA Student Informed Consent Signature Form*.

Additionally, students are expected to demonstrate and practice physical therapy skills on each other. Students will serve as practice subjects (patient simulators) for other students to perform select physical therapy procedures and interventions on each other. Treatments will include but are not limited to massage, palpation, therapeutic exercise, modalities/electrotherapy procedures and data collection. Students unable to fulfill this requirement should submit a written request with a legitimate reason for reasonable accommodation to the Program Director. Students must notify program faculty of any contraindications to a technique prior to the demonstration or practice of the skill. If students choose not to participate, it may jeopardize their ability to safely complete the course and they may have to withdraw from the course.

Participation in clinical education with interventions on real patients/clients under the direction and supervision of a clinical instructor or clinical faculty is expected and required of all students to complete the necessary requirements of their respective program. Students must be able to touch and be physically touched consistent with professional protocol and responsibilities in patient care.

Generic Abilities

Generic abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for the success of the profession. Developed at the University of Wisconsin in Madison, the ten Generic Abilities will be utilized by the PTA program faculty as a method of assisting students to develop these professional skills. Students are not expected to automatically demonstrate advanced skills in all areas of the assessment, but basic behaviors are always expected from students in the classroom and the clinic. Students are expected to develop these behaviors as they progress through the program.

1. Assessment by Clinical Faculty: The Generic Abilities assessment tool may be used by clinical faculty at any time during a clinical practicum. Additional self-assessments may occur during clinical practicum experiences to serve as a development tool for students.

Personal Appearance Standards

Students in a Health Career Program at KCC are expected to always present themselves professionally, including in the classroom, lab, and clinical experiences. Personal appearance is an important component of professionalism. Students should use sound judgment when choosing attire to be worn. Attire must follow the policies of KCC and the health care facilities. Attire should present a positive image.

Program dress codes may be superseded by those of a particular clinical facility where a student is assigned. Also, an instructor may modify the standards to meet the needs for a particular experience. The program or clinical faculty reserves the right to dismiss a student from a planned learning experience if the student is not in compliance with the personal appearance requirements or if personal appearance or hygiene is deemed unacceptable at the discretion of the instructor. The dismissal from a particular learning experience due to inappropriate professional attire will constitute an absence which must be made up when the experience permits.

Personal Hygiene

1. Hair must be kept off the collar and away from the face and eyes. Hair color should be of a natural tone. Streaks of distracting colors will not be allowed. Beards and mustaches must be neatly trimmed. Stubble growth of a beard is not acceptable.
2. Fingernails must be short, neat and clean.
3. Makeup may be worn in moderation and should be discreet and complimentary to natural features.
4. No body odors. The student's body and clothing should be clean and free of all odors. The use of deodorant is strongly encouraged. The use of perfumes and after-shave lotions are discouraged. Strong scents which may be offensive to patients are not allowed.
5. Students are allowed to wear wedding or engagement rings, watches, and simple earrings. Jewelry must not impede patient care, safety, or contaminate the patient or equipment. Members of religious orders should confer with the Program Director if special considerations are needed.
6. Tattoos and hickies must be covered.
7. Health Career students are expected to exemplify a life of health and wellness. Smoking is viewed as an unhealthy practice and is not allowed on the KCC campus and/or the premises of clinical facilities.
8. Good oral hygiene is a must. Avoid foods that leave a pungent odor during the clinical day.

Dress Code

Professionalism not only includes abiding by appropriate attire and hygiene expectations in accordance with the Personal Appearance Standards of the Health Careers Division and following the policies and guidelines of the individual Health Career program, but it also includes presenting oneself positively through attitude and behavior. There is an important link between how one dresses and their attitude – to present a positive image one must not only look the part but feel the part. Students who present themselves professionally have been found to be more successful academically as well as in the clinical setting.

Attire worn in a classroom and clinical environment, whether uniform or street clothes, should be clean, wrinkle free, without holes or tears, and the garment's original color. In the classroom, students must wear KCC polo shirt with professional dress casual attire when guest speakers/lecturers are present, or when asked by the faculty for a specific learning experience. Professional dress for clinical practicums may vary between clinical settings and clinical facilities. The KCC student ID badge must be always worn during clinical. Students will be asked to leave the clinical facility if they are not properly identified as a KCC Health Careers student.

Dress Code for Clinical Practicums and Experiences

1. KCC student photo ID name badge - The ID badge will be distributed to students by program faculty and is a part of the professional dress attire. If a replacement badge is needed, the student must inform the Health Careers Division's administrative assistant, and a new one will be ordered at the expense of the student. The name badge must be always worn during all clinical experiences and should be worn near the shoulder area so that it is clearly visible to others. This ID badge is not to be worn to any other classes other than clinical practicums or when requested by the program faculty during field trips or other program related activities. An ID badge provided by the clinical facility may be worn in lieu of the KCC ID badge. Students will be asked to leave the clinical facility if they are not properly identified as a KCC Health Careers student.
2. KCC PTA Program Polo - Each student is required to purchase a KCC PTA program polo. The student is responsible for the care and maintenance of the polo.
3. APTA membership is part of the student's obligation to professional growth. Association patches or pins may be worn.
4. Professional dress casual is expected of all students, which includes dress pants with a KCC PTA Program polo, unless otherwise stated by the clinical facility. Scrubs may be worn if in accordance with the clinical facility's dress code
5. No jeans, t-shirts, shorts, leggings, jogging suits, short skirts, hats, or other casual apparel may be worn when in the clinical setting unless requested by the clinical facility.
6. Shoes must be clean, in good repair and conducive to mobility, safety, and the maintenance of a quite environment. Athletic type shoes may be acceptable if they are rubber soled and well-fit with laces tied. No sandals, open-toed shoes, clogs, mules, crocks or high heels are permitted in the clinical setting.
7. Students must abide by clinical safety rules and observe standard, and blood borne pathogen precautions. Personal protection equipment must be worn in accordance with facility policy and procedures.

Essential Functions of the PTA Student

Kankakee Community College Degree signifies that the degree holder has been educated to practice physical therapy as a physical therapist assistant and apply for licensure. A healthcare professional's education requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for semi-autonomous, collaborative practice and making appropriate decisions required in such practice. The practice of physical therapy emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the degree from KCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. These can function in unique combinations of cognitive, affective, psychomotor, physical, and social abilities. In addition to being essential to completing the degree's requirements, these functions are necessary to ensure patients' health and safety, fellow candidates, faculty, and other healthcare providers.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the associate's in applied science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following skills, competence, abilities, and behaviors. Reasonable accommodations can be made for some disabilities in certain areas, but PTA students must perform in a reasonably independent manner.

Students should be familiar with the *Essential Functions of a PTA Student* (see below) and acknowledge their understanding by signing the *Essential Functions Statement* on the PTA Student Informed Consent Signature Form (see below). Students must be capable of all physical and functional requirements throughout the program. Students who are unable to perform these Essential Functions of the PTA Student, with or without reasonable accommodations, may be unsafe in the clinical environment and thus will likely be unsuccessful in the program.

Essential Functions of a PTA Student

Kankakee Community College Degree signifies that the degree holder has been educated to practice physical therapy as a physical therapist assistant and apply for licensure. A healthcare professional's education requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for semi-autonomous, collaborative practice and making appropriate decisions required in such practice. The practice of physical therapy emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the degree from KCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. These can function in unique combinations of cognitive, affective, psychomotor, physical, and social abilities. In addition to being essential to completing the degree's requirements, these functions are necessary to ensure patients' health and safety, fellow candidates, faculty, and other healthcare providers.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the associate's in applied science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following skills, competence, abilities, and behaviors. Reasonable accommodations can be made for some disabilities in certain areas, but PTA students must perform in a reasonably independent manner.

Students should be familiar with the Essential Functions of a PTA Student and acknowledge their understanding by signing the Essential Functions Statement on the PTA Student Informed Consent Signature Form. Students must be capable of all physical and functional requirements throughout the program. Students who cannot perform these

Essential Functions of the PTA Student with or without reasonable accommodations may be unsafe in the clinical environment and will likely be unsuccessful in the program.

In compliance with the Americans with Disabilities Act, Kankakee Community College and the Physical Therapist Assistant (PTA) program do not discriminate based on disability in educational policies, admission policies, student aid, or other college-administered programs.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the Associates in Applied Science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following functions, skills, competence, abilities, and behaviors.

Reasonable accommodations can be made for some disabilities in certain areas, but the PTA student must perform in a reasonably independent manner. The following is a list of essential functions that are required of students in the PTA Program:

Motor skills

Students shall have sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings. {for example: For the safety and protection of the patients, the student must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from chair to a bed, examination table, or from a wheelchair to another location}

Sensory/Observation

A student must be able to acquire the information presented through demonstrations and experiences. They must observe a patient accurately, at a distance, and close at hand, and observe and appreciate non-verbal communications when performing an assessment and intervention or administering of treatment. The student must be capable of perceiving the signs of abnormal movement and disease through physical examination. Such information is derived from visual, auditory, and palpation of the patient. They must be willing to participate in experiences including but not limited to palpation, soft tissue mobilization, joint mobilization, electrical stimulation, ultrasound, thermomodalities, transfers, gait, and bed mobility training.

Communication

The student must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. They must clearly express their ideas and feelings and demonstrate a willingness and ability to give and receive feedback. A student must convey or exchange information at a level allowing the development of health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment. The student must be able to communicate effectively in oral and written forms in English. They must be able to process and communicate information on the patient's status with accuracy in a timely manner to the health care team members.

Cognitive

A student must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of Physical Therapy. They must quickly read and comprehend extensive written material, evaluate and apply information, and engage in critical thinking in the classroom and clinical setting.

Behavioral/Emotional

A student must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, and prompt completion of all responsibilities attendant to the care plan. Also, they must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances, including highly stressful situations. The student must have the emotional stability to function effectively under stress and adapt to an environment that may change rapidly without warning and/or unpredictable ways. The student must be able to experience empathy for others' situations and circumstances and effectively communicate that empathy. The student must know their values, attitudes, beliefs, emotions, and

experiences affect their perceptions and relationships with others. They must be able and willing to examine and change their behavior when it interferes with productive individual or team relationships. They must possess the skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Policy for Health Career Student Dismissal

Certain acts by students and breaches of the College Code of Conduct (see sections 17.6A and 17.6B) may be considered serious enough to warrant dismissal from a Health Career program of study. Health career students are held to a higher standard of conduct and professionalism in accordance with best practices found in real-world healthcare settings and the expectations of our community healthcare partners. Students who are in violation of the Policy for Health Career Programs Student Dismissal will be subject to disciplinary action in accordance with the College Code of Conduct (see section 18.0). The severity of an occurrence may result in the temporary removal of a student from class or clinical placement until a resolution has been determined. Students dismissed from a Health Career program due to violations of the College Code of Conduct or for any of the following reasons must follow the appeals process outlined in the College Code of Conduct found at <https://www.kcc.edu/about/code-of-conduct/> to be considered for re-entry into a Health Career program at Kankakee Community College. The acts of conduct considered serious enough to warrant dismissal include—but are not limited to—the following examples. This policy applies to all components of the curriculum and to students throughout their enrollment in a Health Career program.

1. Providing false information
2. Obstruction of college Business and Activities
3. Inappropriate conduct/Disruption
4. Property Misuse: Theft, Trespass and Vandalism
5. Failure to comply
6. Possession, use or distribution of alcohol
7. Illicit drugs and controlled substances
8. Weapons
9. Abuse of computer technology
10. Tobacco use
11. Hazing
12. Endangerment
13. Retaliation
14. Cheating
15. Plagiarism
16. Fabrication
17. Intellectual Property Dishonesty
18. Facilitation of Academic Dishonesty

*For student recognition of this policy, see the Health Career Policy Acknowledgement Signature Form.

Reviewed 7/15/2025

Americans with Disabilities Act

If a student has a documented disability and will require a reasonable instructional accommodation, it is the student's responsibility to contact the Office of Disability Services at 815-802-8632, or online at www.kcc.edu/disabilityservices, as well as notify the PTA Program Director.

Equal Opportunity / Affirmative Action

KCC is an equal opportunity/affirmative action employer and complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Educational Amendments of 1972, Section 540 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the CROWN Act of 2023. It is the policy of the college that no person on the basis of race, gender identity/expression, sexual orientation, sex, genetic information, creed, religion, color, marital or parental status, veteran status, age, national origin, membership in any professional group, organization or association, socioeconomic status, mental or physical disability shall be discriminated against. The CROWN Act broadens the definition of race to include "traits associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twists." This includes, but is not limited to admissions, employment, financial assistance, placement, recruitment, educational programs, or activities. Lack of English skills is not a barrier to admission and participation in educational programs. Inquiries or complaints may be addressed to David Cagle, director of human resources/Affirmative Action officer; Meredith Purcell, vice president for student affairs, Title IX coordinator; or Kim Jeffreys, director of support services/Section 504 coordinator; Kankakee Community College, 100 College Drive, Kankakee, IL 60901-6505; 815-802-8100. TTY users may phone 711. Outside of Illinois, dial 1-800-526-0844.

Cagle and Purcell ensure that the college is in compliance with the federal law by handling complaints, answering questions, organizing information and relevant statistics and staying informed regarding laws which affect these areas.

Jeffreys coordinates the college's services/programs that allow access to education for students/staff with disabilities.

The college promotes a smoke-free environment.

Inquiries or complaints may be addressed to:

Affirmative Action Officer
Kankakee Community College
100 College Drive
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Non-Discrimination Policy

As prohibited by applicable state and federal laws and regulations, Kankakee Community College does not condone discrimination or sexual harassment by any employee or students. Students suspecting instances of discrimination or sexual harassment should contact the vice president for student affairs, Meredith Purcell (mpurcell@kcc.edu or 815-802-8510), or the Affirmative Action officer, David Cagle (dcagle@kcc.edu or 815-802-8128) to report such events and to be advised as to college policy regarding these issues. Students may file complaints with the aforementioned administrators or directly with the Office for Civil Rights. The vice president for students affairs or Affirmative Action officer can provide students with a printed copy of the college's Discrimination, Harassment, Misconduct Complaint policy. To submit a complaint, visit the Student Complaint Procedures page on KCC's website.

In compliance with the Violence Against Women Reauthorization Act of 2013 (Pub. Law 113-4), KCC will institute and maintain a violence awareness program to inform students and staff about: (a) the definitions and signs of sexual abuse; (b) the college's policy of maintaining a safe environment; (c) available counseling and student or employee assistance programs; and (d) the penalties that may be imposed on employees and students for sexual abuse violations.

Section 6: Professional Core Documents

Please contact rvandeveld@kcc.edu if you encounter any issues accessing the following documents via the link. A copy can be provided upon request. These documents are also located on the Site Resources Page on Exxat for clinical partners.

1. **Levels of Supervision:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/levels-supervision>
2. **Guidelines and Self Assessments for Clinical Education:**
<https://www.apta.org/contentassets/7736d47f2ec642a3962276d9b02503d2/guidelinesandsselfassessmentforclined.pdf>
3. **Guidelines to Promote Excellence in Clinical Education Partnerships:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/guidelines-to-promote-excellence-in-clinical-education-partnerships>
4. **Legal and Ethical Expectations for Clinical Education:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/legal-and-ethical-expectations-for-clinical-education>
5. **Standards of Ethical Conduct for the Physical Therapist Assistant:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-ethical-conduct-for-the-physical-therapist-assistant>
6. **APTA Guide for Conduct of the Physical Therapist Assistant:**
<https://www.apta.org/your-practice/ethics-and-professionalism/apta-guide-for-conduct-of-the-physical-therapist-assistant>
7. **Core Values for the Physical Therapist and Physical Therapist Assistant:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>
8. **Direction and Supervision of The Physical Therapist Assistant:**
<https://www.apta.org/apta-and-you/leadership-and-governance/policies/direction-supervision-pta>
9. **ACAPT Physical Therapy Clinical Education Glossary:**
<https://acapt.org/glossary>

Sections 7: PTA Program Overview

PTA Program Overview

This program prepares students to be entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment. This two-year Associate in Applied Science program consists of five consecutive semesters of classroom and clinical education with a strong emphasis on professional standards. As a cohort, students' progress from classroom to clinical experiences in a variety of physical therapy settings. Graduates are eligible to take the national licensing examination. This degree typically is not designed for transfer.

Degree Awarded: Associate in Applied Science (AAS) degree

Accreditation

Program:

The Physical Therapist Assistant Program at Kankakee Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteline.org/>.

CAPTE is the accrediting body for all Physical Therapist (PT) and Physical Therapist Assistant (PTA) education programs. The PTA program is designed to meet and exceed the standards of CAPTE to ensure the program quality necessary for successful operation and continuous quality monitoring and improvement.

College:

KCC is accredited by the Higher Learning Commission (HLC) which accredits degree-granting post-secondary educational institutions. The college participates in the Open Pathway and had its comprehensive evaluation in November of 2024. Additional information about accreditation is available from KCC's director of institutional effectiveness and assessment, who serves as the accreditation liaison officer. KCC's last Reaffirmation of Accreditation was 2/18/2025 and the next reaffirmation of accreditation is in 2034.

Program Mission Statement, Core Values, and Philosophy

Mission Statement:

Enhancing quality of life through learning by committing to academic excellence in physical therapy education; developing entry-level physical therapist assistants who function effectively in an ever changing healthcare environment; and providing exceptional services to our academic, professional, and community partners.

Core Values

The PTA Program endorses and promotes the core values of the College (respect, excellence, learning, integrity, and collaboration) and the core values of the American Physical Therapy Association which represents that of the profession (accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility).

Philosophy

Faculty of the Physical Therapist Assistant (PTA) program is committed to providing the educational experiences necessary to equip students to graduate with entry-level skills competitive for the physical therapy profession and the demands of the changing health care environment. Students are prepared to function as Physical Therapist Assistants who function under the direction and supervision of physical therapists as responsible members of the health care team.

The curriculum for the Associate of Applied Science degree in physical therapy is designed to meet and exceed the standards of the Commission on Accreditation in Physical Therapy (CAPTE), the professional standards of the

American Physical Therapy Association (APTA), and the expectations of the student.

Intended to support and integrate the College philosophy of learning, the PTA program believes in general education as well as specialized studies resulting in a comprehensive academic program. We believe such a program develops students who are flexible and holistic in their approach to patient care and assists them in becoming contributing members of society by providing them with an opportunity to explore personal and professional values, ideas, and bodies of knowledge and apply and integrate this with new information.

The two major components of the Physical Therapist Assistant professional education curriculum are academic and clinical experiences. We believe the two components should be planned and implemented to be interdependent and to reinforce one another. Educational objectives are developed to provide an atmosphere that integrates didactic instruction and laboratory practice in the technical aspects of physical therapy with clinical experiences. The PTA program is a five consecutive semester program. Once admitted to the program, students must progress through the courses corresponding to the curriculum model. To facilitate student success, the curriculum is designed to progress students along a learning continuum from basic clinical skills and knowledge to terminal clinical experiences. The curriculum encompasses the three learning domains; cognitive, psychomotor and affective, and emphasizes professional behaviors and communication. Achievement of program goals and learning outcomes are assessed using a wide range of methodologies to meet the objectives of a personalized educational experience, prepare for students to successfully pass the licensure exam, and ultimately experience rewarding careers as Physical Therapist Assistants.

Learning is an individual and life-long process. Learning also is an active process requiring participation of both the teacher and the student in a collaborative and supportive learning environment. A commitment to open communication and mutual respect between faculty and students fosters an environment where students are responsible for their own learning through seeking and providing information, feedback and guidance, and maintaining an openness to learning; and faculty ensures program quality, evaluates student performance and behavioral expectations consistently and fairly, and provides feedback to the students regarding their performance. The faculty also provides a positive example to students through service and leadership to the physical therapy profession and community.

Life is a journey - and every individual has the potential to make a positive difference and be an effective change agent in society. For some, the PTA Program is a starting point, for others it is a change in career or life journey. Graduates of the PTA program at KCC will have the opportunity to change lives and impact others, the physical therapy profession, and health care. The PTA program embraces each student's story and hopes to contribute in a meaningful way in their journey to become effective and successful Physical Therapist Assistants. Likewise, it is the purpose of the PTA Program to instill this philosophy in the students so they may in turn continue and make memorable differences in the lives of their patients and others along the way.

Program Goals and Measures

Graduation Goal

Demonstrate academic excellence in physical therapy education

1. Objective 1A: Exceed required student achievement measures as demonstrated by actual program outcomes.
 - a. Measure: Graduation rate is at least 80% annually [CAPTE standard is 60%, averaged over two years]
 - b. Measure: Ultimate licensures pass rate is at least 90% annually [CAPTE standard is 85%, averaged over two years]
 - c. Measure: Employment rate is at least 90% annually for those graduates' seeking employment as a PTA within 1 year following graduation [CAPTE standard is employment rates are at least 90%, averaged over two years.]

Student Goal

Graduate competent entry-level Physical Therapist Assistants who function effectively under the direction and supervision of a Physical Therapist

1. Objective 2A: Communication, Education, and Documentation – Collaborate effectively as members of an interprofessional healthcare team by communicating in ways that are congruent with situational needs in all interactions within the role and responsibilities of the Physical Therapist Assistant.
 - a. Measure: 80% of graduates will obtain entry level rating in PHTA 2234 Clinical Practicum III using the final CIET criterion Communication #1-5 (Level= Always) and Intervention #3 and #8 (Level = At the level for all patients)
2. Objective 2B: Patient/Client Care and Management – Incorporate sound clinical reasoning and problem solving to provide evidence-based and patient-centered care to diverse populations across the lifespan by effectively and efficiently carrying out the physical therapy plan of care as competent Physical Therapist Assistants under the direction and supervision of the Physical Therapist.
 - a. Measure: 80% of students will obtain entry level rating in PHTA 2234 Clinical Practicum III using the final CIET criterion Safety #1-3 and Initiative #4 (Level= Always) and Data Collection #2, 3, 4, 5, 6, 7 Intervention, #1, 2, 4, 5, 6, 7, 8, 9 (Level= At the level for all patients)
3. Objective 2C: Participation in Health Care Environment and Practice Management – Contribute to high-quality practice management in both patient care and non-patient care activities in an ever-changing healthcare environment.
 - a. Measure: 80% of students will obtain entry level rating in PHTA 2234 Clinical Practicum III using the final CIET criterion Communication #3, Initiative #1, 2, 3, 4 and Professional Ethics #4 (Level = Always) and Intervention #1, 9 (Level = At the level for all patients)
4. Objective 2D: Behavior and Conduct – Exhibit expected clinical behaviors in a professional and culturally competent and sensitive manner and that are consistent with established core professional values and established ethical and legal guidelines.
 - a. Measure: 80% of students will obtain entry level rating in PHTA 2234 Clinical Practicum III using the final CIET criterion Professional Ethics #1, 2, 3, 4, 5, 6, 7 and Initiative #4 (Level = Always)
5. Objective 2E: Career Development and Lifelong Learning – Pursue lifelong personal and professional development through self-assessment, career development and lifelong learning opportunities to improve knowledge, skills, and behaviors.

- a. Measure: 80% of students will obtain entry level rating in PHTA 2234 Clinical Practicum III using the final CIET Initiative #1 (Level = Always)
- 6. Objective 2F: Social Responsibility – Enhance quality of life and health and wellness of the community by promoting an awareness of social responsibility, citizenship, and advocacy.
 - a. Measure: 80% of students will demonstrate promotion of social responsibility, citizenship, and advocacy through reflection on their 20 hours or more of service while a PTA student.

Program Goal

Provide exceptional services to our academic, professional, and community partners.

- 1. **Objective 3A:** Admissions and program enrollment meet program community needs and expectations.
 - a. Measure: Enroll a full cohort of students annually who meet admissions criteria and prerequisites
 - b. Measure: Graduation rate is at least 80% annually. [CAPTE standard is 60%, averaged over two years]
- 2. **Objective 3B:** Provide sufficient resources to meet current and projected program needs.
 - a. Measure: The PTA Program annual budget will reflect sufficient funds for supplies, faculty, maintenance and acquisition of equipment, and other operational costs for of the program identified in short- and long-term planning
 - b. Measure: 80% of respondents consisting of current students will rate 3.0 or higher (1-5 scale) indicating that both the equipment in the lab and the lab space are adequate for the completion of course assignments for each PTA technical course with a lab component, using the program survey given in PHTA 2293 Fundamentals V
 - c. Measure: 80% of respondents consisting of program graduates will rate 3.0 or higher for equipment, facilities, and materials specific to the PTA program, using the program survey given in PHTA 2293 Fundamentals V
- 3. **Objective 3C:** Develop and utilize policies and procedures designed to meet the mission, goals and objectives of the program.
 - a. Measure: 100% of program, and relevant College, policies and procedures are reviewed annually by PTA program faculty who make additions and changes, as deemed necessary, with input from others affiliated with the program (i.e., Advisory Committee, students, graduates, administration)
 - b. Measure: Meet or exceed all student achievement measures in Objective 1A
- 4. **Objective 3D:** Support the mission of the College and meet the needs of the community through a mission, goals and objectives that reflect contemporary physical therapy education and practice.
 - a. Measure: The program's mission, goals and objectives are compatible with the College and reflect contemporary physical therapy education and practice for the preparation of physical therapist assistants upon annual assessment by the PTA faculty and Advisory Committee
- 5. **Objective 3E:** Take a convening leadership role to strengthen and sustain community partnerships.
 - a. Measure: Provide quality training and continuing education annually for clinical instructors and physical therapist and physical therapist assistants based on identified needs
- 6. **Objective 3F:** Offer a quality, accredited program.
 - a. Measure: Maintain full CAPTE accreditation in accordance with all Rules of Practice and Procedure and the Standards and Required Elements for accredited physical therapist assistant programs

Faculty Goal

To retain qualified and effective faculty members who are committed to academic excellence, professional development, and student success, ensuring they meet the needs and goals of the PTA program by maintaining current clinical competencies and fostering a collaborative, inclusive, and supportive learning environment that prepares students for entry-level practice in an evolving healthcare system.

- 1. **Objective 4A:** Retain qualified and effective faculty that meet program and curricular needs.

- a. Measure: 100% of PTA program core faculty and adjunct faculty have contemporary expertise in assigned teaching areas, including holding a current license to practice as a PT or PTA in Illinois
- b. Measure: 100% of PTA program core faculty demonstrate College or professional service in accordance with the full-time faculty contract
- c. Measure: 100% of PTA program core faculty and adjunct faculty will be formally evaluated in accordance with college policies and receive recommendation for retainment by the Associate Dean of Health Careers or Program Director, or the individual faculty member will have an action plan in place to address noted deficiencies
- d. Measure: 100% of PTA program core faculty and adjunct faculty develop an annual professional development plan linked to the evaluation of the individual faculty member and to program improvement
- e. Measure: 100% of PTA program and adjunct faculty will be rated at least 3.0 (1-5 scale) on the global index about the professor on all completed Student Evaluations of Instruction course evaluations
- f. Measure: 100% of clinical instructors are licensed physical therapists or physical therapist assistants with a minimum of one year of full-time (or equivalent) post-licensure clinical experience

Measure: 90% of clinical instructors will receive ratings of 3.0 or higher (1-5 scale) in their provision of clinical instruction as rated by students using APTA's Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction

PTA Program Outcomes

The PTA Program is proud of its success in consistently meeting required student achievement measures and its mission, goal and objectives as demonstrated by actual student outcomes, including graduation rates, ultimate licensure pass rates, and employment rates.

Graduation Rates*

Graduating Class	Number of students admitted to the original cohort	Number of students who graduated at the normally expected time	Number of students who graduated within 150% of the normally expected time	Graduation rate (% completing within 150% of the normal expected time) **Excludes students who left for non-academic reasons	Combined Average over two years
2016	20	16	0	100%	
2017	21	17	0	89.4%	94.7%
2018	19	13	1	100%	94.7%
2019	18	13	1	93.3%	96.65%
2020	18	13	0	86.6%	89.95%
2021	18	12	1	81.25%	83.92%
2022	17	8	0	80%	80.6%
2023	12	6	0	85.7%	82.85%
2024	9	6	7	87.5%	85.17%
2025	7	4	0	80%	83.75

Data as of 5/2025

*CAPTE accreditation standard: At least 60%, averaged over two years.

Licensure Examination Pass Rates⁺ and Employment Rates

Graduation Year	Number of graduates	First-time pass rate: number of graduates passing the licensure exam on the first attempt	Combined Average over two years First-time pass rate	Ultimate pass rate: number of graduates passing the licensure exam	Percent of graduates who sought employment that were employed within 1 year following graduation	Combined Average over two years Employment
2016	16	16 (100%)		16 (100%)	100%	
2017	17	16 (94.1%)	97%	17 (100%)	100%	100%
2018	13	12 (92%)	93%	13 (100%)	100%	100%
2019	14	13 (93%)	93%	14 (100%)	100%	100%
2020	13	11 (92%)	89%	13 (100%)	100%	100%
2021	12	7 (58%)	72%	11 (92%)	92%	96%
2022	9	8 (88.9%)	73.5%	8 (88.9%)	100%	96%
2023	6	4 (66%)	77%	6 (100%)	100%	100%
2024	6	6 (100%)	83%	6 (100%)	100%	100%
2025	5	4 (80%)	90%	TBD	TBD	TBD

Data as of 5/2025

+CAPTE accreditation standard for ultimate licensure pass rates: At least 85%, averaged over two years.

^CAPTE accreditation standard for employment rates: At least 90%, averaged over two years.

Acceptance and Matriculation Rate:

Year	Applicants	Accepted	Enrolled (Matriculated)	Acceptance Rate (%)	Matriculation Rate (%)
Fall 2023	10	10	9	100	90
Fall 2024	14	14	11	100	78
Fall 2025	29	22	22	75	100

Program Curriculum and Educational Principles

The PTA curriculum has been arranged to reflect the progression in course content from simple to more complex information. The general education courses provide important foundational information that you need to incorporate into the PTA core technical courses. The rigor of the PTA program is high throughout the program but does increase as you progress through the program and develop increased skill and knowledge in physical therapy.

The program curriculum is established on the standards and required elements set forth by CAPTE and places equal emphasis throughout the program on didactic/theory, technical skills (lab and clinical education), and professional behavior to develop competent entry-level physical therapist assistants.

- Theory: The classroom portion of the curriculum is taught in traditional face-to-face, online, and/or hybrid format. This requires students to have computer and web access. At a minimum, content includes the curricular content required of accredited PTA programs.
- Technical Skills/Lab: The lab portion of the program aids students in learning the technical skills of a PTA. Once concepts and interventions are learned in the classroom, they will be practiced in the lab setting as appropriate. Students are required to demonstrate proficiency in select skills and interventions prior to entering the clinical setting.
- Technical Skills/Clinical Education: Clinical Education and Integrated Clinical Experience (ICE) gives students exposure and “real world” experience in physical therapy with a clinical instructor who is a physical therapist (PT) or physical therapist assistant (PTA). Students develop the PT/PTA relationship and apply learned knowledge, patient skills and interventions, and professional behaviors in the clinical environment under the direction and supervision of a PT. Clinical practicums will be held in a variety of physical therapy settings to meet the needs of each student and overall learning objectives.

Degree Requirements and Suggested Course Sequence

2-year Associate in Applied Science program consists of 5 consecutive semesters of classroom and clinical education. As a cohort, students' progress from classroom to clinical experiences. This degree typically is not designed for transfer.

Physical Therapist Assistant				
Associate in Applied Science Degree – PTA.AAS.C30				
PHTA courses must be completed in the order shown in the course sequence. All courses must be completed with a grade of C or better. Refer to the College Catalog for course descriptions, including course prerequisites.				
1st YEAR				
FALL SEMESTER			Contact Hours	
Course	Course Title	Credit	Lecture	Lab
ENGL 1613	English I	3	3	0
BIOL 2644	Anatomy & Physiology I	4	3	2
PHTA 1101	Introduction to Health Care	1	1	0
PHTA 1103	Kinesiology I	3	2	2
PHTA 1115	PTA Fundamentals I	5	3	4
PHTA 1172	Pathology I for the PTA	2	2	0
	Total	18		
SPRING SEMESTER				
BIOL 2654	Anatomy & Physiology II	4	3	2
COMM 1553	Introductory Speech	3	3	0
PHTA 1133	PTA Fundamentals II	3	1	4
PHTA 1243	Manual Therapy for the PTA	3	1	4
PHTA 1203	Kinesiology II	3	2	2
PHTA 1272	Pathology II for the PTA	2	2	0
	Total	18		
2nd YEAR				
INTERIM/SUMMER SESSION				
PHTA 2001	Professional Standards of the PTA	1	1	0
PHTA 2053	PTA Clinical Practicum I	3	0	0
PSYC 1813	Introduction to Psychology	3	3	0
	Total	7		
FALL SEMESTER				
PHTA 2145	Orthopedics for the PTA	5	3	4
PHTA 2156	PTA Fundamentals III	6	4	4
PHTA 2185	PTA Fundamentals IV	5	3	4
	Total	16		
SPRING SEMESTER				
PHTA 2293	PTA Fundamentals V	3	2	2
PHTA 2224	PTA Clinical Practicum II	4	0	0
PHTA 2234	PTA Clinical Practicum III	4	0	0
PHTA 2201	Current Issues in PT Practice	1	1	0
	Total	12		
	Program Total (minimum credit hours for completion)	71		

Course Descriptions

PHTA 1101 Introduction to Healthcare 1/0 (1)

Prerequisite: Admission to the Physical Therapist Assistant program. This course introduces students to the historical foundations and contemporary practice of physical therapy within an ever-changing health care environment. Traditional and emerging roles and responsibilities, professional relationships, and professional behaviors necessary to function as a physical therapist assistant will be explored and emphasized. Students will cultivate self-awareness and personal and professional development in communication and interpersonal skills, professionalism, cultural competence, group dynamics and leadership. A culture rooted in the core values of the profession will be established and provide the base for on-going consideration of ethical and legal issues. Students will be introduced to strategies to acquire, appraise, and integrate professional literature and resources into evidence-based practice.

PHTA 1115 PTA Fundamentals I 3/4 (5)

Prerequisites: Admission to the Physical Therapist Assistant program and BIOL 2644 (or concurrent enrollment). This course provides the study of basic physical therapy concepts and skills, documentation, and a hands-on introduction to patient care. Emphasis is on standard precautions, infection control and blood borne pathogens, vital signs, transfer techniques, wheelchairs (including basic management and mobility), use of assistive devices/introduction to assisted gait patterns, introduction to normal gait, passive range of motion exercises and other functional skills and training with age specific information as pertains to each topic.

PHTA 1103 PTA Kinesiology I 2/2 (3)

Prerequisites: Admission to the Physical Therapist Assistant program and BIOL 2644 (or concurrent enrollment). This course includes an in-depth scientific analysis of human movement across the lifespan. Students will study normal postural alignment, gait, joint and muscle actions with an emphasis on functional mobility and activities. An introduction to principles of exercise through a study of all body systems is also included. The laboratory will allow for hands-on practice and application of the concepts and skills necessary for the understanding of human movement.

PHTA 1133 PTA Fundamentals II 1/4 (3)

Prerequisites: Admission to the Physical Therapist Assistant program and BIOL 2644 (or concurrent enrollment). Students will study and apply scientific concepts and skills related to safe and effective application of physical therapy interventions and patient interactions while following the established plan of care developed by the physical therapist. The concepts and skills studied include electrotherapeutic modalities; physical agents and mechanical modalities, and other adjunctive modalities commonly utilized in physical therapy. Students will further develop clinical documentation skills.

PHTA 1172 Pathology I for the PTA 2/0 (2)

Prerequisites: Admission to the Physical Therapist Assistant program and BIOL 2644 (or concurrent enrollment). This course presents students with a body systems approach to the etiology, pathology, signs/symptoms, risk factors, and prognosis and medical treatment of specific diseases and conditions across the lifespan often seen in physical therapy. Students will be introduced to behavioral, social, and environmental factors contributing to disease and dysfunction as well as the psychosocial-spiritual impact on health care. Primary systems of study include musculoskeletal, neuromuscular, integumentary, and endocrine and diseases affecting multiple systems. Students will study the fundamental basis of these diseases and conditions related to these systems and discuss related physical therapy implications. This course may be taught in an on-line or hybrid format.

PHTA 1243 Manual Therapy for the PTA 1/4 (3)

Prerequisites: PHTA 1115, PHTA 1133, PHTA 1172, and BIOL 2654 (or concurrent enrollment). This course introduces students to the concepts and skills of the manual techniques utilized by the physical therapist assistant. Laboratory practice will allow for safe and effective hands-on application of selected techniques including: palpation of bony landmarks, muscles, and other soft tissues; soft-tissue mobilization; joint mobilization; and therapeutic massage.

PHTA 1203 Kinesiology II 4/4 (6)

Prerequisites: PHTA 1115, PHTA 1133, PHTA 1172, and BIOL 2654 (or concurrent enrollment). This course includes an in-depth scientific analysis of human movement across the lifespan. Students will study normal postural alignment, gait, joint and muscle actions with an emphasis on functional mobility and activities, manual muscle testing, muscle length testing, goniometry, and an introduction to principles of exercise through a study of the musculoskeletal and neuromuscular systems. Laboratory will allow for hands-on practice and application of the concepts and skills necessary for the understanding of human movement.

PHTA 1272 Pathology II for the PTA 2/0 (2)

Prerequisites: PHTA 1115, PHTA 1133, PHTA 1172, and BIOL 2654 (or concurrent enrollment). This course is a continuation of PHTA 2032 and presents students with a body systems approach to the etiology, pathology, signs/symptoms, risk factors, and prognosis and medical treatment of specific diseases and conditions across the lifespan often seen in physical therapy. Students will further explore the behavioral, social, and environmental factors contributing to disease and dysfunction as well as the psychosocial-spiritual impact on health care. Primary systems of study include the cardiovascular, respiratory, gastrointestinal other special systems. Students will study the fundamental basis of these diseases and conditions and discuss related physical therapy implications. This course may be taught in an on-line or hybrid format.

PHTA 2001 Professional Standards of the PTA 1/0 (1)

Prerequisites: PHTA 1101, PHTA 1243, and PHTA 1246, PHTA 1272. Professionalism through effective verbal and nonverbal communication with all members of the healthcare delivery team, the patient-caregiver interaction, interpersonal skills, and cultural sensitivity will be further reinforced. Students will learn techniques to provide psycho-social support for patients, families, and classmates. Individual cultural, religious and socio-economic differences will be explored, as will how these impact a person's response to therapy. Emphasis is placed on developing students' awareness of contributing positively to society and the patient care experience through their individual roles as Physical Therapist Assistants.

PHTA 2053 PTA Clinical Practicum I 0/9 (3)

Prerequisites: PHTA 1243, PHTA 1246, PHTA 1272, PHTA 2001 (or concurrent enrollment), and BIOL 2654. This 200-hour clinical experience is designed to introduce students to the healthcare environment through interaction in a physical therapy setting. This course provides a combination of observation and hands-on practice of selected physical therapy interventions in a closely supervised clinical setting with ongoing communication between the student, clinical instructor and academic faculty. Emphasis is placed on critical thinking and student self-awareness for ongoing personal and professional development.

PHTA 2145 Orthopedics for the PTA 3/4 (5)

Prerequisites: PHTA 2001 and PHTA 2053. This course requires students to apply previously learned concepts and skills to selected orthopedic patient conditions. Laboratory practice will allow hands-on application of selected data collection skills including: gait and balance; joint integrity and mobility; manual muscle testing; pain; postural alignment; goniometry; and edema. In addition, students will apply therapeutic interventions including, but not limited to: functional training; stretching and strengthening; postural awareness; utilization of exercise equipment; and establishment and implementation of a HEP. Students will develop the ability to safely and effectively implement, progress, adjust and document interventions to patient conditions across the life span utilizing critical thinking while following the established plan of care developed by the physical therapist.

PHTA 2156 PTA Fundamentals III 4/4 (6)

Prerequisites: PHTA 2001 and PHTA 2053. This course requires students to apply previously learned concepts and skills to selected neurological patient conditions. Laboratory practice will allow hands-on application of selected data collection skills including arousal, mentation, and cognition; assistive devices; gait, balance, and locomotion; neuromotor development; and postural alignment. In addition, students will apply therapeutic interventions including, but not limited to functional training; balance and coordination training; postural awareness training; neuromotor rehabilitation techniques; and establishment and implementation of a HEP. Students will develop the

ability to safely and effectively implement progress, adjust and document interventions to patient conditions across the life span utilizing critical thinking while following the established plan of care developed by the physical therapist.

PHTA 2185 PTA Fundamentals IV 3/4 (5)

Prerequisites: PHTA 2001 and PHTA 2053. This course requires students to apply previously learned concepts and skills to selected cardiac, vascular, pulmonary, and integumentary conditions with integration of other systems as applicable. Laboratory practice will allow hands-on application of selected data collection skills including aerobic capacity and endurance; assistive, adaptive, orthotic, and prosthetic devices; integumentary integrity; postural alignment; and ventilation and respiration examination. In addition, students will apply therapeutic interventions including, but not limited to: prosthetic and orthotic functional training; sterile techniques; aerobic conditioning; breathing and coughing techniques; wound management; and establishment and implementation of a HEP. Students will develop the ability to safely and effectively implement, progress, adjust, and document interventions to patient conditions across the life span utilizing critical thinking while following the established plan of care developed by the physical therapist.

PHTA 2293 PTA Fundamentals V 2/2 (3)

Prerequisites: PHTA 2145, PHTA 2156, and PHTA 2185. This course expands upon previous Physical Therapist Assistant program coursework with an emphasis on special patient populations and topics in physical therapy. Students will develop the ability to safely and effectively implement, progress, adjust, and document interventions for these selected patient populations utilizing critical thinking while following the established plan of care developed by the physical therapist.

PHTA 2224 PTA Clinical Practicum II 0/12 (4)

Prerequisites: PHTA 2145, PHTA 2156, PHTA 2185, and PHTA 2293 (or concurrent enrollment). This 240-hour clinical education experience is designed to simulate full-time clinical work, allowing students to perform physical therapy interventions and procedures with increased hands-on patient care in a supervised clinical setting with ongoing communication between the student, clinical instructor and academic faculty. Students will continue to develop professional skills and behaviors as well as critical thinking skills to advance patient care interventions.

PHTA 2234 PTA Clinical Practicum III 0/12 (4)

Prerequisites: PHTA 2145, PHTA 2156, and PHTA 2185 and PHTA 2224 (or concurrent enrollment). This 240-hour clinical education experience is the culmination of all academic and clinical education preparation and is designed to simulate full-time clinical work, allowing students to practice advanced skills and interventions in a supervised clinical setting with ongoing communication between the student, clinical instructor and academic faculty. Emphasis is placed on mastery of entry-level skills in all communication, patient care interventions, and interactions with patients, families/caregivers, the public and other health care workers.

PHTA 2201 Current Issues in PT Practice 1/0 (1)

Prerequisites: PHTA 2145, PHTA 2156, and PHTA 2185. This course provides the opportunity for student discussion, sharing of clinical experiences and student presentations related to their clinical experiences. As the final preparation before entering the profession, topics will include board exam review, licensure, job skills, practitioner roles, determining areas of clinical interest and legal and ethical issues.

Appendices

New Affiliation Agreement Process

Step 1: Identify Potential Clinical Sites/Needs Assessment

- Research Local and Regional Clinics: Identify facilities that align with the program's goals, mission and values
- Evaluate Suitability: Assess the site's ability to provide diverse and high-quality learning experiences.
 - SCCE to coordinate placements, educate and mentor clinical instructors
 - Mission and Values of the organization
 - Staffing to support a PTA student
 - Specialties
 - Location

Step 2: Initiate Communication

- Establish Contact: Reach out to the clinic's SCCE via email or phone.
- Introduce the Program: Provide an overview of the PTA program, student qualifications, and potential benefits for the clinic.
- Gauge Interest: Discuss their willingness to host students and their expectations.

Step 3: Continue communication with the clinical site

- Discuss the clinic's leadership and evaluate the clinical environment.

Step 4: Negotiate Contract Terms

- Provide Standard Contract Template or utilize the site-specific contract, if they prefer.

Step 5: Secure Approvals

- Clinical Site Review: Allow the site to review the contract with their legal team.
- Institutional Review: Obtain internal approval from program directors, Health Careers Dean, and administration.
- Resolve Negotiation Points: Address concerns or revisions from either party.

Step 6: Finalize and Sign Contract

- Execute Agreement: Ensure both parties sign the finalized contract.
- Distribute Copies: Share copies of the signed agreement with all relevant stakeholders.
- Download a copy of the agreement onto EXXAT

Step 7: Prepare the Site for Students, once placed

- Provide Orientation Materials: Share information about the PTA program, student competencies, and expectations via Clinical Education Guidebook.
- Clinical Instructor Training: Offer training or resources to prepare clinical instructors for their roles. Share Exxat KCC Clinical Education Site Resources Page.
 - Clinical Education Guidebook
 - KCC Health Careers Clinical Instructor Power Point
 - CIET Power Point
 - CIET resource documents
 - CIET Training and Quiz
 - Course Syllabi
 - Weekly Goal/Planning Forms
 - CEU course offerings: community offerings emailed to clinical instructors and courses developed by the PTA program
- Share EXXAT site resources page for all clinical placements.
- Site Visits

Step 8: Coordinate Student Placement

- Establish a Timeline: Determine start dates, duration, and student rotation schedules.
- Match Students to Site in EXXAT: placements are based on learning objectives, student need, location, student interest, site offerings, specialties
- Maintain consistent and constant communication with the clinical site to meet the need of students and the clinical site.

Step 9: Monitor progress and Evaluate the Partnership

- Monitor Progress: Regularly check in with the clinical site and students during placements via site visits, student weekly journals, weekly goal/planning forms, other clinical portfolio assignments, student evaluations of clinical site, student evaluation of clinical instructor, site evaluation of ACCE and PTA program
- Provide Support: Address challenges promptly and ensure mutual satisfaction.
- Review Contracts yearly and Renew or Adjust Contract, as needed: Decide whether to continue, modify, or terminate the agreement based on evaluations and assessment of alignment of site with program goals and outcomes.