

Welcome to the Physical Therapist Assistant Program!

Congratulations on your acceptance into the Physical Therapist Assistant (PTA) program at Genesee Community College (GCC). We are pleased that you have decided to pursue a career as a PTA with us. We hope that you will enjoy the next two years as you gain new perspectives, learn new skills, make new friendships, and develop into a caring, competent healthcare professional. This is an exciting time in your life.

As your teachers, we feel that it is a privilege to facilitate your learning and guide you through this metamorphosis. We fully support you in this endeavor; however, we can not do it for you. We will go the extra mile with you, but not for you.

We have prepared this handbook to answer some of your questions about the PTA program. Please refer to the GCC catalog and the Student Rights and Responsibilities Handbook for college-wide information at www.genesee.edu.

Looking back on their experience with us, our graduates have said that these two years were the most hardworking, enjoyable, rewarding and personally fulfilling years of their lives. Congratulations as you embark on your new career with us.

Sincerely,

The PTA Program Faculty

*Peggy C. Kerr, MS, PT
Director of PTA Program
Phone (585) 343-0055 Ext. 6366
E-Mail: pckerr@genesee.edu*

*Christopher Caputi, MS, PT, MDT
Academic Coordinator of Clinical Education
Phone (585) 343-0055 Ext. 6408
E-Mail: cdcapiuti@genesee.edu*

Genesee Community College

ACADEMIC HANDBOOK FOR PTA PROGRAM STUDENTS

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Genesee Community College

Mission and Goals

Mission: *Genesee Community College is a public, open-admission, learner-centered college. The college community values diversity and welcomes all who can benefit as they seek to attain their educational, career, and personal goals. Dedicated to meeting the changing needs of individuals and the community, Genesee Community College commits to providing educational experiences which promote intellectual and social growth, workforce and economic development, and global citizenship. Genesee Community College is an innovative leader, excelling in the provision of educational and cultural opportunities, advanced technologies, service to the region, and linkages to the world.*

Genesee Community College Goals:

1. Expand access to educational services.
2. Continuously improve the quality of degree programs and services through assessment, innovation, and planning.
3. Expand and improve experiences that prepare people to thrive in a diverse society.
4. Increase student success in achieving their educational goals.
5. Expand and renovate facilities to meet present and future needs.
6. Increase initiatives to support regional economic development.
7. All college personnel will engage in continuous learning for professional growth and leadership.
8. Expand resources through external funding and effective stewardship of college assets.
9. Increase the use of innovative technology to improve educational outcomes.

ACCREDITATION STATUS

Genesee Community College is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is one of the six regional accrediting agencies recognized by the United States Department of Education and by the Council for Higher Education Accreditation (CHEA).

Genesee Community College (GCC) is authorized by the Board of Regents of the University of New York to award the degrees of Associates in Arts, Associate in Science and Associated in Applied Science. The PTA program offered at GCC is registered by the New York State Education Department. The college is fully credentialed to award students the Associate in Science Degree upon successful completion of its Physical Therapist Assistant (PTA) program.

The PTA program at GCC is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Graduation from an accredited PTA program is a requirement for registering to take the national PTA licensing exam. Graduates wishing to work as a PTA in New York State, and most of the other states, must take and pass the national PTA licensing exam.

GENESEE COMMUNITY COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

PHILOSOPHY STATEMENT:

The Physical Therapist Assistant (PTA) program at Genesee Community College (GCC) is an integral part of the State University of New York system, which is committed to the motto "To learn – to search – to serve." The PTA program at GCC provides its students with a high quality, supportive learning environment which empowers them to grow personally and professionally. Students are recognized as being unique individuals and are encouraged to explore areas for further actualization of their aptitudes.

The PTA program strives to give its students positive learning experiences that help them develop self-esteem and enable them to competently function as professional Physical Therapist Assistants in all aspects of a diverse and changing health care environment.

PTA PROGRAM GOALS & OBJECTIVES:

Program Goal #1 – All PTA Program graduates will be able to function effectively as Physical Therapist Assistants in diverse clinical settings.

Where documented: Federation of State Boards in Physical Therapy (FSBPT) Reports of students who passed licensing exam; Employer Graduate Surveys; Employee Graduate Surveys

Objective 1A – At least 85% of program graduates who take the licensing exam will pass the national PTA licensing exam within the first year after graduation. FSBPT Reports

Objective 1B – At least 90% of the employers who respond to the survey will rate our graduates as 'Acceptable' or higher on question #10 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question # 10 asks how well the graduate works effectively under the supervision of a physical therapist in an ethical, legal, safe and effective manner.) Employer Graduate Surveys

Objective 1C – At least 90% of our graduates who respond to the survey will rate themselves as 'Acceptable' or higher on question #10 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question # 10 asks how well the graduate works effectively under the supervision of a physical therapist in an ethical, legal, safe and effective manner.) Employee Graduate Surveys

Program Goal #2 – All PTA program graduates will demonstrate a strong sense of professionalism.

Where documented: Employer Graduate Surveys; Employee Graduate Surveys

Objective 2A – At least 90% of the employers who respond to the survey will rate our graduates as 'Acceptable' or higher on questions #1 – 7 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Questions #1-7 pertain to the following areas: punctuality, professional in appearance/manner, discretion in confidential matters, recognition of personal strengths/weaknesses, accepts and benefits from criticism, growth in self-direction and takes responsibility for self-development.)
Employer Graduate Surveys

Objective 2B – At least 90% of the graduates who respond to the survey will rate themselves as 'Acceptable' or higher on questions #1-7 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Questions #1-7 pertain to the following: punctuality, professional in appearance/manner, discretion in confidential matters, recognition of personal strengths/weaknesses, accepts and benefits from criticism, growth in self-direction and takes responsibility for self-development.)
Employee Graduate Surveys

Program Goal #3 – All PTA program graduates will demonstrate effective written, oral and nonverbal communication skills with patients and their families, clients, health care providers, colleagues, third party payers and the public.

Where documented: Employer Graduate Surveys; Employee Graduate Surveys

Objective 3A – At least 90% of the employers who respond to the survey will rate our graduates as 'Acceptable' or higher on question #15 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question #15 asks how well the graduate demonstrates effective written, oral and nonverbal communication with patients and their families, health care providers, colleagues, and the public.)
Employer Graduate Surveys

Objective 3B – At least 90% of our graduates who respond to the survey will rate themselves as 'Acceptable' or higher on question #15 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question #15 asks how well the graduate demonstrates effective written, oral and nonverbal communication with patients and their families, health care providers, colleagues, and the public.)
Employee Graduate Surveys

ASKING YOURSELF IF BECOMING A PTA IS A GOOD CAREER CHOICE FOR YOU

Although only YOU can decide if starting a program to become a PTA is right for you at this point in your life, this list has been composed to assist you making this determination.

1. Volunteer work experience – Do you know what a PTA does? Is this something that you think you might enjoy doing? Do you know what types of settings and people the PTA could choose to work with? Do you know the difference between what a PTA and a PT does?
2. Adequate resources for successful completion of the PTA Program – Do I possess aptitude in fundamental skills needed for successful employment as a Physical Therapist Assistant? (See attached document entitled 'Guidelines for Successful Employment as a PTA') Will I have enough money to adequately meet my expenses during the program? (See documents regarding academic and clinical internship expenses.) Will I have enough time to study and practice in the lab to be adequately prepared for my exams? (12 college credits is considered full-time student status and fairly equivalent to a 40 hour work week in terms of time required in class and in preparing for classes.)
3. Moral character – Do you possess sound moral character in order to abide by the PTA Code of Ethical Conduct?
4. Background information for professional licensure – Are you a US citizen? Has any professional licensing authority refused to issue or renew your license? Have you been found guilty of a crime? Are charges pending against you for any sort of professional misconduct? Do you have any child support obligations that have not been met?

APTA Standards of Ethical Conduct for the Physical Therapist Assistant

PREAMBLE

This document of the American Physical Therapy Association sets forth standards for the ethical conduct of the physical therapist assistant. All physical therapist assistants are responsible for maintaining high standards of conduct while assisting physical therapists. The physical therapist assistant shall act in the best interest of the patient/client. These standards of conduct shall be binding on all physical therapist assistants.

STANDARD 1

A physical therapist assistant shall respect the rights and dignity of all individuals and shall provide compassionate care.

STANDARD 2

A physical therapist assistant shall act in a trustworthy manner towards patients/clients.

STANDARD 3

A physical therapist assistant shall provide selected physical therapy interventions only under the supervision and direction of a physical therapist.

STANDARD 4

A physical therapist assistant shall comply with laws and regulations governing physical therapy.

STANDARD 5

A physical therapist assistant shall achieve and maintain competence in the provision of selected physical therapy interventions.

STANDARD 6

A physical therapist assistant shall make judgments that are commensurate with their educational and legal qualifications as a physical therapist assistant.

STANDARD 7

A physical therapist assistant shall protect the public and the profession from unethical, incompetent and illegal acts.

For information on interpretive guidelines, please visit the APTA website at [http://www.apta.org/PT Practice/ethics_pt/ethics_pt assistant](http://www.apta.org/PT_Practice/ethics_pt/ethics_pt_assistant)

QUOTES FROM OUR GRADUATES

This is what students who just finished the program said when asked:

What do you wish that you would have known prior to starting PTA 101? What suggestions do you have for how we could better prepare students before they start PTA 101?

- Students are warned ahead of time of how intensive the course-load is going to be.
- How much time you need to spend outside of class working on material.
- How little free time you have.
- Develop good study habits early; attempt to get all BIO courses out of the way prior to beginning program.
- To take all classes I had difficulty in before starting so I could focus on PTA classes more.
- That I would have no life or sleep or money.
- That we would have no life or money.
- Nothing, it was good.
- That I was going to eat, sleep and breathe PTA.
- How much study time was required.
- How much extra time you need and also extra for all the added expenses.
- Save money ahead of time and prepare for a couple months after graduating before working as a PTA.

This is what graduates who had been working as a PTA for a year said when asked:

Did the PTA Program at GCC provide you with a supportive learning environment that empowered you to grow personally and professionally? Please comment below.

- Absolutely an excellent environment for growth both professionally and personally
- Yes, I would recommend the program highly
- Yes, this was a great program, the professors were great teachers and always willing to talk whenever needed.
Yes, it made you feel as prepared as you could to get out into the workplace with a nice baseline to start with.
- The program at GCC provided me with an incredibly strong foundation on which to build my work experience. Like any program, I think you only take away from it what you put into it. In my opinion, what the GCC PTA program offers is very strong. The program is matched by a very supportive environment and two exceptional professors.

GUIDELINES FOR SUCCESSFUL EMPLOYMENT AS A PTA

The purpose of these guidelines is to assist students in a self-assessment of their abilities to perform the fundamental job duties of a PTA. Our goal is to graduate qualified persons who can perform the necessary PTA job skills competently and safely, without harm to either the patient or themselves. **Students who are lacking in these areas may have difficulty** meeting program requirements or gaining employment as a PTA.

1. Have sufficient total body strength, flexibility, balance, coordination and cardiopulmonary endurance as demonstrated by the ability to perform the following skills in a functional timeframe:
 - transfer patients
 - guard and assist with ambulation patients
 - perform manually resisted exercises
 - perform cardiopulmonary resuscitation
 - apply physical agents
 - perform range of motion
 - clean whirlpools

2. Have adequate vision, hearing, reaction time, manual dexterity and sensation required to perform the following skills in a reasonable timeframe:
 - observe patient's movements 10 feet away
 - respond to a timer
 - read a stopwatch
 - set dials on therapeutic equipment
 - use a stethoscope
 - palpate anatomical structures
 - respond to emergencies, such as urgent situations that are not always anticipated

3. Speak and write in order to communicate effectively with people involved in patient care, including healthcare professionals, patients, patient's families and reimbursement agencies.

4. Maintain an alert level of consciousness and orientation to time, person and place in order to not jeopardize the safety of themselves or the patients.

5. Be reasonably comfortable in giving hands-on physical care through personal touch.

PHYSICAL THERAPIST ASSISTANT PROGRAM FACT SHEET
Genesee Community College

Physical therapy is a very rewarding career that makes a positive difference in the lives of people. As a physical therapist assistant (PTA), you can do things such as relieve pain and help your patients learn to walk.

Our graduates are getting great jobs with this highly portable degree that allows you to take the national licensing exam and work in any state.

Career Opportunities: According to the National Bureau of Labor Statistics, PTAs are listed as one of the top ten occupations expected to have the strongest growth in employment by 2012. Check out the latest projections at www.stats.bls.gov. Career opportunity information can be found at www.PTJobs.com , www.genesee.edu/ctc , www.acinet.org and www.healthcareers.com.

Program Acceptance Rate (average for past 3 years): 100% Every applicant who met the minimum academic prerequisite score (in math, biology and chemistry) was offered acceptance into the program. Please refer to the 'PTA Program Admission Policies and Procedures' document for more information. The PTA program course sequence starts in the fall semester and we typically accept students into the summer. There has been no wait list in the past 3 years.

Program Matriculation Rate (average for past 3 years): 100% All students who declare PTA as a major are given opportunity to enroll in courses applicable to this major.

Program Graduation Rate (average for past 3 years): 59% of the students starting the program every fall semester complete the program within a 2-3 year interval.

Employment Rates of Program Graduates (average for past 3 graduating classes): 100% of our graduates who were seeking employment were able to secure employment as a PTA within six months after completing the program.

Pass Rates of Program Graduates on National PTA Licensing

Examination (average for past 3 years): 98% of our graduates who took this exam have passed it. (93% of our graduates have passed this exam on the first time, as compared to a state-wide average of 74% and a national average of 81% for the same time period.) The score to pass this exam is set nationally and no further examinations are required for renewal in the future.

Program Accreditation Status: The PTA program at GCC is accredited by the Commission on Accreditation in Physical Therapy Education.

Overview of Costs for the Program (for the 2007-2008 academic year):

Academic Coursework Expenses:

College Tuition and Fees:

- \$1,650 per semester for full-time student (for NYS residents)
- \$1,850 per semester for full-time student (out-of-state)
- \$128 tuition per credit hour for part-time student (NYS resident)
- \$140 tuition per credit hour for part-time student (out-of-state)
- \$32 College fees per semester for part-time student

PTA Program and Career Expenses:

- \$850 for textbooks in all PTA courses throughout entire two years
(Additional funds will be required for textbooks in required courses that do not begin with the 'PTA' prefix, such as English)
- \$95 fee for licensure and first registration with NYS Dept. of Ed*
- \$50 fee for limited permit to work as a PTA in NYS for six months*
- \$400 for registration to take the national PTA Licensing Exam*
(NOTE: * denotes that these fees are due around graduation time)

Clinical Expenses: The PTA program includes three clinical internships that are full-time experiences in different types of health care settings.

Required clinical expenses for the entire program include the following:

- \$70-\$150 for a health physical exam, lab work and immunizations.
(Your insurance policy may pay for all or part of the cost.)
- \$173 For Medical Insurance purchased through the school, if you don't already have medical insurance.
- \$15 For each of the three clinical internships for Malpractice Insurance
(\$45 total)
- \$11 for a student name tag
- Money for gas and car expenses. (Students are expected to provide their own transportation to clinical facilities.)

Potential clinical expenses depend on your clinical assignment and may include the following:

- \$ 50-200 for tolls and/or parking fees
- \$ 40 for a white lab coat, depending on the dress code at the facility
- \$ 40 for special footwear, depending on the dress code at the facility
- \$ 5/day for lunch, if purchased at the facility
- Extra child care expenses to accommodate additional time away from the house compared to when the student is just taking classes

Where to go for Financial Aid Information: Go to the GCC website at www.genesee.edu for the GCC homepage. Click on 'Future Students' then click on 'Financial Aid' for a complete listing of information. To be considered for College-based financial assistance, students must be enrolled or accepted for admission. Students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) by February 15 of each year. By filing this form, students will be considered for various types of financial assistance offered directly by the College. (FAFSA data received after May 1 may be too late for campus-based assistance for that year.)

CLINICAL EXPENSES:

Students should be aware of extra expenses which may come up before or during an affiliation. Please read the following list of required (R) and potential (P) clinical expenses and plan your budgets accordingly.

- (R) \$70.00 - \$150.00 health physical, lab work, immunizations (your insurance policy may help you with some of this expense)
- (R) \$173.00 For Medical Insurance
- (R) \$15.00 Per Clinical for Malpractice Insurance – added to student's tuition bill
- (R) \$11.00 Student name tag
- (R) Money for gas (students must provide own transportation to clinical facilities)
- (P) \$3.00 - \$5.00/day parking fees
- (P) \$30.00 - \$50.00 white lab coat }
- (P) \$40.00 special footwear }May be required by individual facility.
- (P) \$50.00 - \$200.00 tolls and/or parking fees (\$3.00 - \$5.00/day)
- (P) \$5.00/day lunch – lunches may be packed or may be provided free by the facility.
- (P) Extra child care expenses

NON-LOCAL EXPENSES:

- (R) Money for transportation to chosen affiliation and back to WNY
- (P) \$40-75/week housing (variable) – some students opt to live with relatives or friends – some facilities provide housing or a housing allowance
- (P) \$40.00/week for meals (variable)
- (R) Money for transportation from housing to facility

OUTSIDE EMPLOYMENT DURING CLINICAL AFFILIATIONS:

Keep in mind, clinicals require full-time 36-40 hours/week attendance. **Full-time employment during the clinical internship is not allowed for safety reasons.** This may mean a drastic reduction in income during the three internship periods.

STUDENT SERVICES

Services to Students with Disabilities

Genesee Community College seeks to serve the needs of individuals with disabilities by providing services, equipment, and most importantly, a caring environment. Every effort is made to review the documentation of each individual to determine the appropriate accommodations, be they academic or physical, to provide the optimum learning environment. The College is in compliance with the Americans with Disabilities Act of 1990 and with Section 504 of the Rehabilitation Act of 1973 which states:

No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Services to students with disabilities are coordinated through the Center for Academic Progress (CAP). The College provides assistance to students with disabilities, assists faculty and staff members who deal with students who have disabilities, and works cooperatively with community rehabilitation agencies. It is the student's responsibility to identify his or her need for special services and provide required documentation. Documentation a student provides will be confidential. Only information regarding specific recommendations will be released to faculty, and only with the student's permission.

In order to help the college students with disabilities, please call the Center for Academic Progress at (585) 343-0055 ext. 6351 for a documentation packet upon acceptance to GCC.

Adult Educational Opportunity Center

Service to non-traditional adult students has always been a priority of the College. On September 1, 1985, these services were substantially expanded when the College received a Title IV (TRIO) grant, enabling the College to implement the Genesee, Livingston, Orleans, and Wyoming Educational Opportunity Center. As of September 1, 1998, the grant was expanded to serve Allegany and Cattaraugus counties in addition to the initial GLOW region.

The AEOC has 36 branch and satellite locations where outreach specialists offer a variety of free services to the adult nontraditional potential student. Supplying information about postsecondary education opportunities and institutions and current information about financial assistance necessary to attend these institutions is a primary function of the AEOC staff, along with aiding the potential student in filling out the myriad forms necessary to receive financial aid and attend postsecondary institutions.

Other services offered are career and peer personal counseling, aid in finding and attending GED and ABE classes, and referrals to other agencies for additional services essential to the retention of students. For further information, call the AEOC main office located on the Genesee Community College campus at (585) 345-6836 or call 1-888-FYI-AEOC.

Personal Counseling

Counseling is available to students who may be experiencing emotional or personal problems or just need a friendly ear. Counseling is offered on an individual basis by appointment during the fall and spring terms.

Health Services

College Health Services provides day students with basic first aid, health education, evaluation of medical conditions, immunization status, and referrals to off-campus clinics and physicians when necessary. Transportation to off-campus medical care is the responsibility of the student.

According to New York State law, all students born after 1956 and registering for six or more credits must provide proof of one mumps, one rubella, and two measles immunizations. Also, all students registering for six or more credits must complete and return a meningitis response form. It is not necessary to receive the meningitis vaccine. Those who fail to comply with these New York State laws will be barred from attending classes. For further information, contact the college nurse at (585) 345-6835 or e-mail *healthoffice@genesee.edu*.

Transportation

Students needing transportation to and from campus use their own cars, share rides with others, or take the public bus, which makes regular campus stops. Students are also encouraged to form car pools and can post those requests in the Student Activities Office. Call (585) 343-0055 ext. 6261.

Child Care

The Genesee Community College Association operates the Child Care Center on campus for 53 children ages six weeks to five years. On a space available basis, openings may be available for the children of faculty, staff, and community residents. Priority is given to the children of students attending Genesee Community College. The center, newly remodeled in the summer of 2000, operates daily during the fall and spring semesters. For further information about current hours, rates, available grants and Child Care Center admission requirements, contact the Child Care Center at (585) 345-6833, fax (585) 345-6889 or the Office of the Vice President for Student Services at (585) 345-6886.

Food Service

Genesee Community College contracts with a private food service company that operates the college cafeteria on the Main Campus, providing full meals and a variety of snacks. Vending machines on the main campus and at campus centers also provide snacks and beverages during all hours the campuses are open. College Village, the apartment style student housing complex adjacent to the Batavia campus, includes kitchens in every apartment. Most other off-campus landlords also allow students to cook their own meals.

Campus Bookstore

The bookstore, called "The Campus Shop," is leased and operated by a private book vendor. It is located on the first floor of the Batavia campus at the north end of the cafeteria.

A full line of new and used textbooks, trade books, supplies, gift items, and imprinted clothing is stocked at the bookstore. The bookstore is open convenient hours during the fall and spring semesters and on a more limited schedule during the summer. At the beginning of each semester, the bookstore is open extended hours. Bookstore business hours are posted at the entrance to the store. The bookstore provides textbooks for courses offered at the off-campus centers. These books can usually be ordered and picked up at the off-campus centers without necessitating a visit to the Batavia campus.

Housing for Students

In 2001, the Genesee Community College Foundation Housing Services Corporation purchased College Village, a student residential community several hundred feet from the Batavia Campus.

College Village offers furnished apartments in seven small, well-appointed buildings, a short walk to classes, and also provides a variety of recreational, social, and academic enrichment opportunities outside of classes. Information about College Village can be obtained by writing College Village, 8170 Batavia-Stafford Townline Road, Batavia, NY, 14020 , or by calling (585) 343-0163.

The Student Housing Office also maintains a list of other housing options in the Batavia area for students and can provide general information about lease and rental agreements. It is a good idea to contact the Student Housing Office as early as possible to learn about these housing opportunities. Call (585) 345-6832.

Students should note that College Village is owned by the Foundation Housing Services Corporation and that all other off-campus student housing is privately-owned and not operated by Genesee Community College. Students are legally responsible for all aspects of living in College Village or in private accommodations and should be certain that they read and understand their leases and housing licenses thoroughly. All contacts concerning housing—other than requests for the housing list provided by the Student Activities Office—should be made directly with prospective landlords.

Parking

The College requires all students to register their vehicles with the Public Safety Office. Students will be given a free GCC parking sticker(s) for each vehicle they own or use. There are no reserved parking spaces on campus or at the off-campus centers except those reserved for persons with disabilities. Parking regulations are strictly enforced by the Public Safety Office and local enforcement agencies. For further information concerning parking, contact the Public Safety Office.

Public Safety Office

The Public Safety Office is located on the first floor of the main campus and can be reached by going through the center entrance to the main building and proceeding straight ahead. The Public Safety Office phone number is (585) 343-0055 ext. 6240.

RULES FOR STUDENT USE OF THE PTA LABORATORY

1. Unless instructed otherwise, all students must come to lab prepared with lab clothes. All lab clothes should allow students freedom to move without indecent exposure. Appropriate dress is as follows:
 - For women, appropriate lab dress is sneakers, shorts and a short-sleeved or sleeveless top. A halter top may be needed for certain labs which deal with the upper extremities.
 - For men, appropriate lab dress is sneakers, shorts and a short-sleeved or sleeveless top. Removing your shirt will be required for certain labs which deal with the upper extremities.
 - Women will change into their lab clothes in the women's locker room (2nd floor, A building, north end, outside PTA Lab) and men will change in the PTA lab before the session is scheduled to begin.
 - Students must bring their own locks for the lockers. No locks can be left on the lockers overnight.
2. All students must abide by all safety guidelines and precautions such as rules for electrical safety, which will be specified clearly in their course materials. **If equipment malfunction is suspected while using in the lab**, students need to immediately stop using the equipment and notify the instructor of the situation. Students are NOT allowed to use any electrical equipment that lacks a current, valid safety inspection sticker or any equipment that is marked with an 'UNSAFE – DO NOT USE' sign.
3. If a student is unsure of what they should be doing, they should stop and ask an instructor before proceeding.
4. All students should respect the dignity and privacy of their fellow students, such as by using the curtain and draping when appropriate, refraining from inappropriate sexual remarks and behavior, not questioning a fellow student for specifics as to why their medical limitation prevents them from fully participating in an activity, and other behaviors interpreted as demonstrating respect.
5. All students are responsible for maintaining order in the lab by returning supplies and equipment to their proper place.
6. Students who are absent for a lecture are not allowed to participate in the laboratory activities which apply to the missed lecture material, unless they have spoken to the lab instructor before the lab session.

***** Working together, we can create a positive learning environment that is safe and conducive to practicing the professional role of a Physical Therapist Assistant. Inappropriate and unsafe behavior in the PTA Laboratory will NOT be tolerated. *****

PTA PROGRAM POLICY
FOR
SAFETY INSPECTION OF PTA LABORATORY EQUIPMENT

All equipment in the PTA program laboratory must be checked for safety at least once a year. Electrical therapy equipment in the lab shall be inspected by a qualified medical equipment technician at the beginning of every academic year. In addition to verifying the safety of the lab equipment, the medical equipment technician shall provide preventative equipment maintenance services and recalibrate equipment, as indicated. The medical equipment technician shall be an employee of a reputable healthcare equipment company that will provide documentation to validate the safety of the lab equipment and notify the program director if any equipment fails the safety inspection.

Program laboratory equipment will be inspected by the core faculty during the first program faculty meeting at the beginning of every semester. Any equipment problems detected during this inspection will be addressed in a timely manner. If equipment malfunction is suspected while using the therapy equipment in the lab during the semester, all program faculty and students are responsible for immediately ceasing use of the equipment and notifying the program director of the situation.

Only equipment that has passed all safety inspections will be available for student use in the program laboratory. Unsafe or malfunctioning equipment must be marked with an **'UNSAFE – DO NOT USE'** sign and promptly removed from the program laboratory. Students are not allowed to use any electrical equipment that lacks a valid safety inspection sticker or that is marked as **'UNSAFE – DO NOT USE'**. The program director is responsible for securely affixing a dated **'UNSAFE – DO NOT USE'** sign on all program laboratory equipment that fails a safety check. The program director is also responsible for making arrangements to repair or discard/replace any program laboratory equipment that has failed a safety inspection. The GCC equipment inventory shall be updated every summer in order to accurately account for changes in lab equipment that has been discarded or replaced.

RULES FOR EVENING / SATURDAY PTA LAB USE

Public Safety – (585) 343-0055 x 6240

1. **Whenever possible, students are asked to use the lab when PTA instructors or tutors are present.**
2. The lab is only to be open only if at least two PTA students are present. PTA Students **must sign in and out** on the clipboard by the student computer in the back of the lab. When the last PTA student leaves, the lab must be locked.
3. There must be at least **two PTA students in the lab** at all times for safety reasons. Physical therapy treatment techniques should be performed only on students who are enrolled in the PTA program. Friends, who are not PTA students, could have a medical contraindication and get injured from students practicing a treatment technique on them.
4. **The student is responsible for making sure the lab doors are closed securely (front and back doors by laundry) and the lights are turned off.**
5. All students are required to make sure the lab is cleaned up and is in tip top shape when they leave.
6. All students are responsible to make sure lab equipment is used properly (esp. traction units not turned on).
7. Any behaviors not conducive to PTA students' studying must be brought to the attention of an instructor.
8. Students are not allowed access to any of the faculty or secretarial offices.
9. Students will not be allowed access to the locked storeroom located in the PTA lab.

All PTA student names have been submitted to Public Safety as lab monitors.

By signing below, I acknowledge that I have read these rules and I agree to abide by them.

(SIGNATURE)

STUDENT RESPONSIBILITIES

The following lists responsibilities of students enrolled in the PTA program. This list was written to help ensure your success by addressing problems, should they arise, early enough so there is time to effectively address them. Working as a team, your teachers will go the extra mile with you, but not for you. Setting yourself up for success in this program requires that you take responsibility for your learning and financially plan ahead so that you don't have to work too many hours while in school. Dedicating enough study time, finding study strategies that work well for you and striving to maintain open lines of communication with your teachers are also critical components of success in this program.

- a. Prepare for classroom and laboratory learning experiences.
- b. Appear on time for classroom and laboratory learning experiences.
- c. Actively participate in the classroom and laboratory learning experiences. This includes acting as a patient by allowing your classmates to practice their PT skills on you, unless you have a medical condition that is a contraindication to a particular treatment and have discussed this situation with your teacher.
- d. Complete assignments on time.
- e. Report any incidents of absence and tardiness to the instructor, as specified in the course syllabus.
- f. Seek direction from your teacher when any learning difficulties arise.
- g. Abide by the policies and procedures set forth in the Academic Handbook for PTA Students.
- h. In the event of withdrawal from the PTA program prior to completion, have an interview with the Program Director.

GRADING POLICIES

Grades are used at Genesee Community College to assess student achievement and report on student progress. Grade points are assigned to letter grades as follows:

- . "A": 4.0 grade points per credit hour
- . "B": 3.0 grade points per credit hour
- . "C": 2.0 grade points per credit hour
- . "D": 1.0 grade point per credit hour
- . "F": 0.0 grade points per credit hour
- . "H": Indicates Honors level course
- . "S": Satisfactory completion (used only in non-credit courses)
- . "U": Unsatisfactory completion (used only in non-credit courses)
- . "W": Withdrawal from course
- . "IP": In process
- . "CR": Credit earned by examination
- . "AU": Course registration by audit
- . "TR": Credit transferred from another institution of higher education

Letter Grades

Instructors will inform students (in clear performance terms) at the beginning of each course what constitutes minimal requirements for each letter grade applicable to the course.

The W Grade

The "W" grade is recorded for students who officially withdraw from a course after the census date (end of the third week of a full-semester course) and before the end of the ninth week. For summer and special sessions, the "W" grade is recorded for students who officially withdraw after the census date and prior to completion of 9/16 of the course. It is the student's responsibility to report to the Records Office to officially withdraw (in writing) from a class by the designated deadline.

The IP Grade

The "IP" grade may be given only in emergency or unusual circumstances at the discretion of the instructor to students who have made good faith progress in courses but who have not completed course requirements by the end of any term (regular semester or special session). The designation "good faith progress" means that the student must have satisfactorily completed most of the course requirements. An "IP" grade is recorded only if it is accompanied by an "IP" contract signed by both the student and faculty member.

An "IP" grade is changed automatically to an "F" grade if the Records Office does not have a change of grade ("IP" to "A," "B," "C," or "D") by the last day of class of the twelfth week of the first full semester following the session in which the "IP" grade was earned. The responsibility to present a change of grade to the Records Office is shared by the student and faculty member.

The AU Grade

If a student wishes to audit a course, he/she must register for the class prior to the end of the third week of classes. The student must obtain a request to audit form from the Records Office, have the instructor sign the form, and return it to the Records Office. Students are expected to pay the standard tuition fees appropriate for the class to be audited.

Withdrawal from Courses

Students may officially withdraw from a course through the ninth week of classes during a full semester course and prior to the completion of 9/16 of a course during the summer or special classes. Withdrawal deadlines are published each semester. In order to officially withdraw, a student must submit a registration change form to the Records Office. It is the student's responsibility to properly withdraw. Withdrawal grades will be assigned as follows:

1. Official withdrawal received by the Records Office prior to the census date (i.e. the end of the third week of classes) will result in the course being deleted from the student's record and no grade will be recorded.
2. Official withdrawals received by the Records Office after the census date and prior to the end of the ninth week (specific date published each semester) will result in a grade of "W".

3. Formal withdrawal may not be initiated after the ninth week of classes (specific date published each semester). Failure to complete course requirements will result in a grade of "F".
4. Refunds are not given without advanced withdrawal notice from the student. Refund and charge reductions are determined by the date of written withdrawal notice. The policy regarding refund of tuition and fees is detailed in the "Admissions and Financial Aid" section of this catalog.

Withdrawal from the College

Students finding it necessary to withdraw from the College before the end of a term in which they are enrolled must follow established withdrawal procedures before dismissal from the College will be granted. Withdrawal forms and information are available in the Records Office or at Campus Centers. Withdrawals will not be processed by telephone. Refunds are given on a pro rata basis and are not given without advance withdrawal notice from the student. The student should contact the Business Office immediately if he/she is considering withdrawal from the College.

Repeating Courses

Students may repeat a course for which credit has been received with a grade of "B," "C," "D" or "F". If a higher grade is earned upon repeating a course, only the higher of the two grades will be computed to determine a cumulative grade point average (GPA), although both grades will be recorded on transcripts. A student may not repeat a course for which he or she has already received an A grade. No course may be repeated solely in order to increase the number of credits earned in courses where the credit hours have been changed. The course will only be counted once toward graduation requirements and computation of total hours earned.

Full-time students who elect to repeat a course for which credit has already been received should register for 12 credit hours relevant to their degree program in addition to the repeated course in order to remain eligible for TAP awards. Full-time students who register for remedial courses should also register for at least six credits of non-remedial credit courses. However, during the first term of funding, a full-time student need only register for at least three credits of non-remedial credit courses. Students at community colleges are eligible for a total of six semesters of TAP funding. The Financial Aid section of this catalog details eligibility requirements for students who receive TAP awards.

Drop-Add

A student may drop or add a course by filing a registration change form in the Records Office. All add and drop activities should be completed during the first week of the semester. Under special circumstances, a student may add or drop a course in the second or third week. Adding a course after the first week of class requires the signature of the professor. If a student withdraws from a course after the census date and prior to the completion of 9/16 of the course, a "W" grade is entered on the transcript. Students should talk to the Business Office, the Financial Aid Office, and their advisor regarding the effect of this withdrawal on tuition payment and financial assistance.

Graduation from the College

To be awarded the appropriate associate degree or certificate, a student must complete the program's minimum credit hour requirement (degree programs range between 62 – 72 credit hours; certificates between 17 – 44 credit hours).

To graduate, a student must have a cumulative grade point average (GPA) of 2.0 (a "C" average) or better and meet all the requirements of the program in which he/she is matriculated and all other requirements of the College.

REQUIREMENTS FOR CONTINUING ENROLLMENT IN THE PTA PROGRAM

Students must earn a grade of “C” or higher in all courses which are directly applicable to the PTA program (such as courses beginning with a PTA, BIO or MAT prefix) and at least a 2.0 GPA in all courses which are required in the PTA Program in order to maintain enrollment in the PTA curriculum.

READMISSION INTO THE PTA COURSE SEQUENCE:

In the event that a student does not meet the requirements to continue in the PTA Program, a student may apply for readmission into the PTA Program. Readmission to the PTA Program is not an automatic nor guaranteed. A student’s request for readmission will be considered only after the applicant has had an exit interview with the Program Director and submitted a letter requesting readmission. An applicant’s letter should identify the reasons for his/her inability to continue in the program and propose a realistic plan of action to address effectively the area(s) of concern. The letter and interview requirements need to be met by December 1 for reacceptance into the Spring semester and May 1 for reacceptance into the Fall semester. Under no circumstances is readmission into the PTA Program guaranteed, but it will be offered on a space available basis to worthy candidates.

The Program Director will notify candidates of their reacceptance status by phone after the conclusion of the semester in which they applied. The Program Director will mail written acknowledgement of changes in applicants’ reacceptance status prior to the beginning of the new semester.

Upon readmission to the PTA Program, students are expected to perform at the same level as continuing students in the clinical and academic portions of the curriculum. The returning student is responsible to review materials from previous courses to ensure an entry level similar to that of other students beginning the course. Upon re-entry into the PTA course sequence, students will be required to retake the course(s) in which they previously earned a grade of less than a “C”. Students are permitted to repeat a particular PTA course only once. An applicant who is applying for readmission for the first time will be given precedence over an applicant who has been previously granted readmission.

TIME LIMITS FOR COMPLETION OF THE PTA COURSES:

The sequence of PTA courses must be completed within five years after completing PTA 101.

FUTURE INTENT

Are you tentatively planning on reapplying for acceptance back into the PTA course sequence?

_____ No

_____ Not sure

_____ Yes – Tentative Action Plan for remediation
based on aforementioned reasons

PROGRAM ASSESSMENT

Using the scale (1-5) below, please rate how well the PTA program at GCC has done each of the following:

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

1. I was provided with sufficient written documentation regarding the PTA program Admissions Policies and Procedures. _____
2. The program policy regarding readmission back into the PTA course sequence was clearly explained to me and any questions that I had were fully answered. _____
3. The program admission process, criteria and prerequisites are fair reasonable. _____
4. The program admission process, criteria and prerequisites were not a hindrance to my ability to successfully complete the program. _____
5. The program orientation session provided me with a realistic idea of expectations and resources needed to be successful in the PTA program. _____
6. The PTA courses are sequenced in an organized, logical progression that facilitated my ability to learn the material. _____

DUE PROCESS

Student Academic Appeals:

Students having a complaint concerning an academic matter (for example, probationary status, a course grade, graduation requirements, transfer credit, etc.) may grieve the complaint as follows:

1. A student must discuss the complaint with the faculty or staff member whose action prompted the complaint. If the complaint is not resolved at this point, the student must then discuss the complaint with the appropriate supervising dean.
2. When a complaint is not resolved to a student's satisfaction, he or she may appeal to the Academic Standards Committee of the Academic Senate for a decision on the complaint. Copies of this appeal procedure are available in the Office of the Vice President of Student Services wherein this appeals procedure begins.
3. Decisions of the Academic Standards Committee may be appealed by students to the executive vice president for academic affairs. The decision by the executive vice president for academic affairs will be final.

Note: There is a one-year statute of limitations to initiate the second step on all student academic appeal issues. This statute of limitations period begins at the end of the semester on which the complaint is based.

Student and Employee Grievance Procedures Related to Discrimination

The purpose of this grievance procedure is to provide prompt and equitable investigation and resolution of allegations of unlawful discrimination based on race, color, national origin, religion, age, sex, disability, or marital status. This procedure covers grievances brought under Title IX of the Education Amendments of 1972, which forbids sex discrimination in educational programs and activities receiving federal financial assistance; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990, which forbids discrimination on the basis of handicapping conditions in any program or activity of the College.

This procedure may be used by any student or employee of Genesee Community College. It is not intended to replace or duplicate existing grievance procedures such as those in the GCCESPA contract, the GEA contract, the Sexual Harassment Procedure, or the Academic Standards Committee, and it does not deprive a grievant of the right to file a complaint with enforcement agencies external to the College such as the New York State Division of Human Rights, the Equal Employment Opportunity Commission, the Office of Civil Rights, or the Wages and Hours Division of the Department of Labor. This procedure provides an additional mechanism through which the College may identify, correct, and eliminate incidents of unlawful discrimination in a timely manner.

Conditions for Filing a Grievance

The grievance must be filed, in writing, with the College's Affirmative Action officer within 45 days of the alleged illegal act of discrimination. The statement must contain the grievant's name, the date of the alleged act, and a description of the alleged act.

Time limits within this procedure may be extended by mutual agreement of the grievant and the president or his/her designee, with the exception of the 45-day limit for initial filing of the grievance.

Failure by the College to respond within the designated time limit will permit the grievant to proceed to the next step in the process.

Failure by the grievant to respond within the designated time limit will be deemed a withdrawal of the grievance.

When a complaint is filed with a state or federal enforcement agency or when court action is initiated, internal grievance procedures need not be used. Grievances must be filed with EEOC or OCR within 180 days of the alleged violation; complaints must be filed with the Division of Human Rights within 365 days of the alleged violation.

For additional information regarding procedural steps, contact the Affirmative Action officer. In all grievance cases, the Affirmative Action officer will advise the grievant of the procedural steps involved, advise the grievant of the various internal and external options available to him/her, assist in the definition of the charges made, and will seek a timely resolution. It is the responsibility of the grievant to meet all the conditions for filing a grievance.

Note: There are also grievance and appeal procedures that relate to grades, academic standing, dispute over billing, behavior on campus, parking violations, etc. For information on such appeals, consult the Student Rights and Responsibilities Handbook or access this information on the Genesee Community College website, following the instructions given above.

PTA Technical Spine

1st Year Sequence

<u>Semester I</u>	<u>Christmas Break</u>	<u>Semester II</u>	<u>Clinic 1A</u>	<u>OR</u>	<u>Clinic 1B</u>
FALL		SPRING	June		August
		4 weeks			4 weeks

Fall - Semester 1 and Lab

PTA 101 Techniques - (4 credits)

C. Caputi, Instructor

BIO 105 - Anatomy and Physiology

PTA 106 - PTA Seminar 1

C. Caputi, Instructor

Major Topics Covered

- Transfer and Lift
- Goniometry
- Assistive Devices
- Massage
- Heat and Cold Modalities

Spring - Semester 2

PTA 102 Techniques and Lab - (4 credits)

C. Caputi, Instructor

PTA 110 Kinesiology and Lab - (3 credits)

P. Kerr and C. Caputi, Instructors

BIO 106 - Anatomy and Physiology - (4 credits)

- Therapeutic Exercise
- Ultrasound
- Documentation
- Traction
- Intermittent Compression

- Functional Anatomy
- Biomechanics

Summer

PTA 121, Clinic 1, is 4 weeks full-time (37.5 hours per week) (1 credit)

end of May to mid June

or

end of July to mid August

2nd Year Sequence

<u>Semester 3</u>	<u>Clinic 2</u>	<u>Semester 4</u>	<u>Clinic 3</u>	<u>GRADUATION</u>
FALL	5 Weeks	SPRING (Compressed into 12 weeks)	May - June 6 weeks	

Fall - Semester 3

PTA 202 Applied Neurology - (3 credits)

P. Kerr, Instructor

Topics Covered

- Basic neuroanatomy and neurophysiology
- Disorders of human Nervous System
- Therapeutic rationale for PT treatments for Abnormal neurological conditions

PTA 203 PTA Techniques and Lab - (4 credits)

P. Kerr, Instructor

- Principles of Pain Control
- Electric Stimulation
- Pulmonary & Cardiac PT

Christmas Break

PTA 222, Clinic 2, is 5 weeks full-time - (3 credits)

end of December to end of January

Spring - Semester 4

PTA 208 Techniques and Lab - (5 credits)

P. Kerr, Instructor

PTA 207 – PTA Seminar 2

16 weeks of material compressed into 12 weeks of classes

- Advanced Therapeutic techniques for use in treating neurologically impaired patients

- Emphasis on geriatrics, pediatrics, spinal cord, amputees and brain injury

PTA 223, Clinic 3, is 6 weeks full-time

May to June

PHYSICAL THERAPIST ASSISTANT SEMESTER COURSE PLANNING WORKSHEET
2 YEAR COURSE SEQUENCE – for applicants who have already completed the prerequisites including
BIO 104, and typically have some college/transfer credit

SUGGESTED FIRST SEMESTER

	<u>CREDITS</u>
___ PTA 101	4
___ BIO 105	4
___ HUS 250	3
___ MAT 121	3
___ PTA 106	<u>2</u>
	16

SUGGESTED SECOND SEMESTER

	<u>CREDITS</u>
___ PTA 102	4
___ PTA 110	3
___ BIO 106	4
___ HED 205	3
___ ENG 101	<u>3</u>
	17

SUMMER SESSION

___ PTA 121	1
___ PSY 101	<u>3</u>
	4

SUGGESTED THIRD SEMESTER

	<u>CREDITS</u>
___ PTA 203	4
___ HUS 124	3
___ ENG 102	3
___ HUMANITIES ELECTIVE	3
___ PTA 202	<u>3</u>
	16

SUGGESTED FOURTH SEMESTER

	<u>CREDITS</u>
___ PTA 222	3
___ PTA 208	5
___ PTA 207	1
___ PTA 223	<u>4</u>
	13

TOTAL = 66 CREDITS

SEMESTER COURSE PLANNING WORKSHEET
3 YEAR COURSE SEQUENCE – for applicants who need to take program prerequisites
and usually have no (or minimal) college credit

FIRST YEAR FALL SEMESTER:

____ BIO 104	3
____ MAT 092*	3
____ ENG 100	3
____ HED 205	<u>3</u>
	12 credits total

FIRST YEAR SPRING SEMESTER:

____ CHE 100	3
____ BIO 105	4
____ ENG 101	3
____ MAT 121	<u>3</u>
	13 credits total

SECOND YEAR FALL SEMESTER:

____ PTA 101	4
____ BIO 106	4
____ PTA 106	2
____ ENG 102	<u>3</u>
	13 credits total

*Determined by Math placement exam
(some students may need to take MAT 091
before they can take MAT 092)

SECOND YEAR SPRING SEMESTER:

CREDITS:

____PSY 101	3
____PTA 102	4
____PTA 110	3
____HUS 124	<u>3</u>
	13 credits total

SUMMER:

____PTA 121	1 credit
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THIRD YEAR FALL SEMESTER:

CREDITS:

____PTA 203	4
____PTA 202	3
____HUS 250	3
____HUMANITIES ELECTIVE	<u>3</u>
	13 credits total

THIRD YEAR SPRING SEMESTER:

CREDITS:

____PTA 222	3
____PTA 208	5
____PTA 207	1
____PTA 223	<u>4</u>
	13 credits total

CATALOG DESCRIPTIONS OF COURSES IN THE PTA CURRICULUM

PTA 101 - Physical Therapist Assistant 1

4 credits

Introduces medical terminology and concepts related to the profession of physical therapy. Develops skills for fundamental physical therapy treatments. Includes draping/positioning of patients, transferring/lifting of patients, palpation of anatomical landmarks, goniometry, massage, ambulation with assistive devices, selected thermal agents, and documentation.

Two lecture hours and four laboratory hours.

Prerequisite: Accepted PTA majors only

PTA 102 - Physical Therapist Assistant 2

4 credits

Applies cognitive and psychomotor skills in orthopedics, therapeutic exercises, traction, intermittent compression, ultrasound, and hydrotherapy.

Prerequisites: BIO 105, PTA 101 and PTA 106 with a grade of "C" or better.

PTA 106 - Physical Therapist Assistant Seminar 1

2 credits

Introduces interpersonal skills in health care and professionalism to the first clinical experience. Addresses patient-therapist interaction skills, social and cultural diversity in health care, professional responsibilities, and clinical policies and procedures. Covers computer literacy, online medical research and effective study skills.

Prerequisite: Accepted PTA majors only

PTA 110 - Kinesiology

3 credits

Introduces mechanical concepts (e.g., force and torque) integral to the understanding of resisted exercise systems. Explores selected biomechanical principles, especially those related to musculoskeletal performance during exercise and gait. Includes regional functional anatomy, with emphasis on normal joint and muscle function, clinical pathologies, and acquisition of skill in palpating superficial anatomic structures.

Two class hours, two lab hours.

Prerequisites: PTA 101 with a minimum grade of "C" or BIO 105 with a minimum grade of "C".

PTA 121 - Physical Therapist Assistant Clinic 1

1 credit

Applies physical therapy procedures to patients under the supervision of a licensed physical therapist at a physical therapy clinical affiliation site. Emphasizes the importance of applying academic course work to clinical experience, interpersonal communication skills, and responsibility for one's own professional development. Full-time participation for four weeks (160hours) at the clinical site.

Prerequisite: PTA 102, PTA 110 and PTA 106 with a grade of "C" or better.

PTA 202 - Applied Neurology

3 credits

Provides a basic understanding of how the human nervous system works and explores common neuropathies that impair health and functioning. Presents clinically relevant aspects of normal neuroanatomy and basic neurophysiology as a background for understanding disorders of the human nervous system. Assists in comprehending important clinical concepts related to abnormal neurological conditions in order to substantiate therapeutic rationale for physical therapy treatment techniques taught in the PTA curriculum.

One lecture and two seminar hours a week.

Prerequisite: BIO 105

Corequisite: PTA 203

PTA 203 - Physical Therapist Assistant 3

4 credits

Explores principles of pain control, electrically induced exercise and cardiopulmonary rehabilitation. Develops treatment skills in clinical electrotherapy, ultrasound, ultraviolet radiation, diathermy, chest physical therapy, and cardiac rehabilitation.

Two lecture hours and four laboratory hours.

Prerequisite: PTA 102 and BIO 106 with grade of "C" or better.

PTA 207 - Physical Therapist Seminar 2

1 credit

Provides an integrative experience in critical analysis of the student's clinical experiences during the final term in the PTA curriculum. Emphasizes the refinement of interpersonal communication skills with patients from diverse backgrounds, current and developing issues affecting clinical practice, and pre employment issues.

Prerequisite: PTA 203

Corequisite: PTA 208

PTA 208 - Physical Therapist Assistant 4

5 credits

Explores principles of motor behavior in neurological rehabilitation, pediatrics and geriatrics. Emphasizes motor control, motor learning, and neurological therapeutic exercises. Addresses architectural barriers, training in daily living activities, orthotics and prosthetics.

Two lecture hours and four laboratory hours.

Prerequisite: PTA 203

Corequisite: PTA 207

PTA 222 - Physical Therapist Assistant Clinic 2

3 credits

Applies physical therapy procedures to patients under the supervision of a licensed physical therapist at a physical therapy clinical affiliation site new to the student. Emphasizes incorporating academic knowledge within clinical practice, giving treatment rationale, interpersonal communication skills, and responsibility for professional growth. Full-time participation for five weeks (200 hours) at the clinical site.

Prerequisite: PTA 203, PTA 121 and PTA 202 (Applied Neurology) with a grade of "C" or better.

PTA 223 - Physical Therapist Assistant Clinic 3

4 credits

Applies physical therapy procedures to patients and treats a patient caseload under the supervision of a licensed physical therapist at a physical therapy clinical affiliation site new to the student. Emphasizes integrating academic coursework with rationale for clinical treatments, treatment progression, time management, written and oral communication skills, and full responsibility for professional growth. Full-time participation for six weeks (240 hours) at the clinical site.

Prerequisite: PTA 203, PTA 121 and PTA 202 with a grade of "C" or better.

GENESEE COMMUNITY COLLEGE

Course Objectives (Student Learning Outcomes) for all Technical Education Courses in the Physical Therapist Assistant Program

I. PTA 101 PHYSICAL THERAPIST ASSISTANT 1:

At the completion of this course, the student will be able to:

1. Identify in writing at least 100 prefixes, word roots, and suffixes used in medical terminology.
2. Correctly interpret in writing at least 75 abbreviations used in medical records.
3. List 5 important dates in the development of Physical Therapy in the US and discuss the significance of each.
4. Discuss the role of the PTA in terms of the history of the profession as well as identify supervision levels in acute care, SNF, home care and pediatric settings as per the NYS Practice Act.
5. List 5 significant dates in the history of the American Physical Therapy Association and discuss each date's significance. Discuss national, state and district APTA organization and the APTA's role in the oversight of the physical therapy profession.
6. Define in writing managed care and at least 5 related terms and discuss its impact on the healthcare system in the US today from the patient's and health care provider's points of view.
7. Describe in writing and role play the multidisciplinary team concept and discuss 3 reasons why it is important in health care today.
8. Demonstrate skills in patient preparation and positioning, in transfer and lift, and in basic wheel chair management within a lab practical format earning a grade of at least 90%.
9. Accurately measure and record joint angles, limb lengths, and girth during a lab practical earning a grade of at least 90%.
10. Describe functional range of motion and identify normal and abnormal end feels found during PROM of every peripheral joint in the body and discuss the cause of each on a written exam.
11. Identify at least 30 common pathologies and associated word roots used in medical documentation, and discuss causes and impact of these pathologies on patients seen in physical therapy.
12. Teach surrogate patients to ambulate with assistive devices, and provide safe and effective guarding during a lab practical, earning a grade of at least 90%.
13. Demonstrate skills in therapeutic massage, cold pack, hot pack and paraffin bath treatments with a surrogate patient within a lab practical earning a grade of at least 90%.
14. List 6 indications and 6 contraindications for the use of massage and explain 4 reasons why massage is physiologically effective on a written exam.
15. Discuss the use of massage in at least 3 practice settings within physical therapy on a written exam.
16. Discuss the use of massage in at least 3 practice settings within physical therapy on a written exam.

PTA 101 COURSE OBJECTIVES (Cont.)

17. List 6 physiologic effects of heat, as well as 6 indications and contraindications to the use of heat as a PT modality on a written exam.
18. Define in writing the 5 methods of heat exchange.
19. List 6 electrical safety violations which might occur in a PT practice, on a written exam.
20. List orally or in writing 6 indications and 6 contraindications to the use of cryotherapy as a PT modality.
21. List in writing 5 physiologic effects of cold when used as a thermal modality.
22. List the components of each part of a SOAP note used in medical documentation on a written exam.

II. PTA 106 PTA SEMINAR I:

At the completion of the course, the student will be able to:

1. Demonstrate basic verbal and non-verbal communication skills with patients as well as other health care providers through participation in 3 situational role play presentations.
2. Demonstrate basic computer literacy through completion of 4 on-line assignments and participation in at least 4 on-line discussions.
3. List 4 examples of patient interactions which may be impacted by cultural or socioeconomic differences and in writing or during a role play, suggest appropriate modifications to address these issues.
4. Demonstrate good study habits and time and stress management techniques through the written analysis of student's own study and lifestyle habits as well as written and oral discussion of areas in which change is required.
5. Identify at least 2 basic principles in each of the following areas: levels of authority, professionalism, planning, supervisory processes, performance evaluations, fiscal considerations, and clinical policies and procedures and discuss their importance in both written and class discussion formats.
6. Discuss in writing and orally 3 ways in which patient and family interactions are affected in each of the following areas: geriatrics, pediatrics, and while working with patients with disabilities.
7. Give 3 examples in writing which illustrate the changing face of physical therapy as it pertains to alternative medicine as well as patient education.
8. Write a research paper accessing health care literature via electronic sources (Internet and on-line journals) as well as hard copy resources.

III. PTA 110 KINESIOLOGY:

At the completion of this course the student will be able to:

1. Accurately categorize specific bones, joints and muscles of the body into the correct types of bones, joints and skeletal muscles with at least 75% accuracy on a written exam.
2. Demonstrate a basic understanding of muscle strength factors by listing 5 ways of optimizing strengthening during exercise with at least 75% accuracy on a written exam.

PTA 110 (Cont.)

3. Correctly list the innervation, origin, insertion and primary action(s) of at least 80 skeletal muscles throughout the body with at least 75% accuracy on written exams.
4. Accurately palpate superficial anatomic structures including joint spaces, tendons, muscles, ligaments, arteries and bony prominences with at least 90% accuracy during a lab exam.
5. Discuss in writing and/or small group activities mechanical and biomechanical examples of the following concepts:
 - a. force and torque
 - b. Newton's 3 Laws of Motion
 - c. center of gravity, base of support and stability
 - d. linear, parallel and concurrent force systems
 - e. 3 classes of levers & mechanical advantage
6. Label components of normal gait with at least 80% accuracy on a gait analysis footprint strip of paper.
7. Upon observation of abnormal gait, verbally identify possible causes of the gait deviations.

IV. PTA 102 PHYSICAL THERAPIST ASSISTANT 2:

At the completion of this course, the student will be able to:

1. Demonstrate the use of sterile techniques, universal precautions, and isolation procedures by responding appropriately to a case study scenario and demonstrating at least 90% competency in a lab exam format.
2. Discuss in writing the methods of transmission and impact on health care of the following diseases: HIV, Hepatitis A, B, and C, TB.
3. Demonstrate correct assessment and documentation of heart rate, respiratory rate, blood pressure, various arterial pulses, cyanosis and absent or diminished sensation during a lab practical with 90% accuracy.
4. Discuss in writing factors that affect vital signs (age, gender, physical activity, disease conditions).
5. Discuss factors leading to edema and pressure ulcers (disease processes, post surgery), and discuss 4 principles of edema management and wound care (patient education, positioning, mechanical management, diet) on a written exam.
6. Demonstrate effective edema management and/or wound care using compression wraps, intermittent compression, dressings and hydrotherapy on a lab exam earning a grade of at least 90%. Student must demonstrate the ability to adjust the intervention within the plan of care in response to patient feedback.
7. Identify precautions to the removal of dressings, identify viable and non-viable tissue and abnormal integumentary changes while viewing slides during a written exam.
8. Discuss in writing 3 principles of sound propagation as they apply to the therapeutic use of ultrasound. (thermal vs. non-thermal, 3 Mhz vs. 1 Mhz, and penetration, reflection, absorption).
9. Demonstrate a safe and effective ultrasound treatment giving rationale and contraindications in a lab exam formal earning a grade of at least 90%. Student must demonstrate the ability to adjust the intervention within the plan of care in

response to patient feedback.

PTA 102 (Cont.)

10. Give 3 reasons why aquatic physical therapy might be beneficial when used as an adjunct to therapeutic exercise in PT treatment.
11. Discuss in writing 3 types of therapeutic exercise which might be used to address each of the following: endurance, strength, range of motion (identifying capsular patterns) or balance issues.
12. Design exercises programs which will address balance, coordination, endurance (including conditioning), strength or range of motion deficits including abnormalities in muscle length in a lab exam with at least 90% competency.
13. Discuss in writing the physiology of skeletal muscle contraction, types of muscle fibers, and factors impacting muscle performance including force velocity, length-tension, muscle fatigue and age.
14. Demonstrate proper technique in manual muscle testing and in designing appropriate exercise routines based on the MMT grade. Assessment is through a lab exam with at least 90% competency. Student must demonstrate the ability to adjust the intervention within the plan of care in response to patient feedback.
15. Discuss in writing the difference between acute, chronic and referred pain, and the different pain assessment tools which are available (VAS, standardized questionnaires and graphs).
16. Discuss in writing 3 factors involved in exercise dosage and progression within the role of the PTA.
17. Demonstrate recognition of postural alignment deficiencies in standing and sitting while assessing a surrogate patient's posture on a lab exam with a grade of at least 90%.
18. Discuss in writing the 3 phases of healing for connective tissue injuries.
19. Describe in writing basic mechanics of the lumbar and cervical spine, and all peripheral joints, and identify at least 3 common pathologies for each joint.
20. Demonstrate skill in mechanical traction of the cervical and lumbar spine on a lab practical with at least 90% competency. Student must demonstrate the ability to adjust the intervention within the plan of care in response to patient feedback.
21. Discuss in writing the fundamental theories underlying the practice of peripheral joint mobilization including the convex-concave rule, spin, roll and glide, distraction, types of mobilization, indications and contraindications.
22. Using health care literature (electronic and hard copy), prepare a presentation addressing a current orthopedic topic.

V. PTA 121 CLINIC 1:

At the completion of this course, the student will be able to:

1. Take responsibility for her/herself professional behaviors professional growth and demonstrate competence by receiving a grade from the clinical instructor of at least 3 on a 1 – 4 scale in the area of "Professional Behavior and Attitude" on the Evaluation form.
2. Demonstrate safety awareness by using good body mechanics, following safe patient care protocols, and calling for assistance when necessary. An overall

grade of at least 3 must be received on the "Safety" section of the Evaluation form.

PTA 121 (Cont.)

3. Demonstrate appropriate verbal and non-verbal communication, discrete communication in the presence of a patient, and the development of good therapeutic rapport in the PT practice setting by receiving an overall grade of at least 2.5 in all sections referring to interpersonal communication in the Evaluation.
4. Practice documentation of patient treatment sessions using facility format, as well as turn in to the GCC instructor a SOAP note. The student must receive at least a 2 on "Documentation" in the Evaluation as well as at least a 2 on the SOAP note.
5. Demonstrate a beginning integration of academic knowledge and clinical practice by receiving at least a 2.5 in the "Integration of Academic Knowledge" and the "Clinical Problem Solving" areas of the Evaluation dealing with topics previously covered in the academic classroom.
6. Demonstrate competence in PT treatments by receiving an overall grade of at least 2.5 in the "Treatment Implementation" section of the Evaluation dealing with topics previously covered in the academic classroom.
7. Demonstrate skill in the area of time management in the health care environment by receiving a grade of at least a 2 on the "Management" section of the Evaluation.
8. Participate in on-line, self-reflective discussion with other PTA clinical students submitting at least 3 discussion entries, as well as submit at least 3 weekly email journal entries to the GCC instructor.
9. Provide effective patient education as demonstrated by an average score of at least 2.5 on the "Patient Survey Form" (1-4 scale with 4 being "Strongly Agree" and 1 being "Disagree") (attached to this document).

VI. PTA 202 APPLIED NEUROLOGY:

At the completion of this course, the student will be able to:

1. Accurately label the structural components of a neuron, the brain and spinal cord with at least 75% accuracy on a written exam.
2. Correctly chart the structural relationships between components of the central nervous system (CNS) and the peripheral nervous system (PNS) with at least 75% accuracy on a written exam.
3. Correctly chart the relationships between the structural divisions and physiological functions of the neuron, glia, cerebrum, diencephalons, cerebellum, brainstem, and spinal cord with at least 75% accuracy on a written exam.
4. Categorize selected neurological pathologies according to which division(s) of the nervous system (CNS sensory, CNS motor, ANS, PNS sensory, PNS motor) there are abnormal signs and symptoms for each pathology with at least 75% accuracy on a written exam.
5. Identify which peripheral nerve is injured when presented with abnormal clinical signs with at least 75% accuracy on a written exam.
6. Demonstrate a basic understanding of neurological signs and symptoms through compilation of a Signs & Symptoms Journal.
7. Demonstrate use of healthcare literature and a basic understanding of selected neurological pathologies through a class presentation.

VII. PTA 203 PHYSICAL THERAPIST ASSISTANT 3:

At the completion of this course, the student will be able to:

1. Discuss in writing (minimum of 80% competency) the physiological effects, indications and contraindications for implementation of the following physical agents:
 - a. Cold Laser
 - b. Ultraviolet
 - c. Microcurrent electrical nerve stimulation
 - d. Transcutaneous electrical nerve stimulation
 - e. Neuromuscular stimulation
 - f. High Volt pulsed stimulation
 - g. Interferential current
 - h. Iontophoresis
 - i. Electromyographic biofeedback
2. Demonstrate at least 90% competency on a lab exam for safe and effective implementation of treatments using the following physical agents:
 - a. Cold Laser
 - b. Ultraviolet
 - c. Microcurrent electrical nerve stimulation
 - d. Transcutaneous electrical nerve stimulation
 - e. Neuromuscular stimulation
 - f. High Volt pulsed stimulation
 - g. Interferential current
 - h. Iontophoresis
 - i. Electromyographic biofeedback
3. Administer standardized questionnaires, graphs, behavioral scales or visual analog scales for pain and check for absent or altered skin sensation with at least 90% competency on a lab exam.
4. Demonstrate recognition of activities, positioning and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma with at least 90% competency on a lab exam.
5. Distinguish between viable and nonviable skin tissue and recognize normal and abnormal integumentary changes on colored slides/pictures with at least 80% accuracy on a written exam.
6. Measure chest wall expansion and excursion with at least 90% accuracy on a lab exam.
7. Observe and monitor thoracoabdominal movements and breathing patterns with activity demonstrating at least 90% accuracy on a lab exam.
8. Discuss in writing the description and clinical significance of cyanosis, cough and sputum characteristics demonstrating at least 80% competency on a written exam.
9. Instruct surrogate patients in breathing exercises and coughing techniques demonstrating at least 90% competency on a lab exam.
10. Demonstrate safe and effective postural drainage and percussion procedures on surrogate patients, including monitoring of vital signs and use of tilt table with at least 90% competency on a lab exam.
11. Collect data to assess a surrogate patient's level of fitness (aerobic conditioning, % body fat, muscle tightness and weakness) and instruct the surrogate patient in therapeutic exercises to improve his/her level of fitness demonstrating at least 80% competency on written lab assignment.

PTA 203 (Cont.)

12. Demonstrate safe and effective support skills associated with cardiac rehabilitation, including the ability to do the following during a class presentation:
 - a. instruct surrogate patients in designed therapeutic exercises and teach effective home programs
 - b. recognize activities that aggravate or relieve edema, pain, dyspnea or other cardiopulmonary symptoms
 - c. monitor blood pressure and heart rate
 - d. describe safety and emergency procedures
13. Adjust interventions within the plan of care in response to patient clinical indications and recognize when an intervention should not be provided due to changes in the patient's status by responding appropriately to case study scenarios on a written exam (minimum of 80% competency) and lab exam (minimum of 90% competency).

VIII. PTA 222 CLINIC 2:

At the completion of this course, the student will be able to:

1. Take responsibility for her/her own professional behaviors professional growth and demonstrate competence by receiving a grade from the clinical instructor of at least 3.5 on a 1 – 4 scale in the area of “Professional Behavior and Attitude” on the Evaluation.
2. Demonstrate safety awareness by using good body mechanics, following safe patient care protocols, calling for assistance when necessary, and following appropriate emergency procedures. An overall grade of at least 3.5 must be received on the “Safety” section of the Evaluation.
3. Demonstrate appropriate verbal and non-verbal communication, discrete communication in the presence of a patient, and the development of good therapeutic rapport with other members of the health care team by receiving an overall grade of at least 3.0 in all sections referring to interpersonal communication in the Evaluation.
4. Practice documentation of patient treatment sessions using facility format including information needed for billing and reimbursement purposes. These notes should be thorough, accurate, logical, concise, timely and legible. The student must receive at least a 2.5 on “Documentation” in the Evaluation.
5. Demonstrate integration of academic knowledge and clinical practice by receiving at least a 3.0 in the “Integration of Academic Knowledge” and the “Clinical Problem Solving” areas of the Evaluation dealing with topics previously covered in the academic classroom.
6. Demonstrate competence in PT treatments by receiving an overall grade of at least 3.0 in the “Treatment” section of the Evaluation dealing with topics previously covered in the academic classroom.
7. Demonstrate skills in the area of time management in the health care environment by receiving a grade of at least a 2.5 on the “Management” section of the Evaluation.
8. Participate in on-line, self-reflective discussion with other PTA clinical students submitting at least 4 discussion entries, as well as submit at least 4 weekly email journal entries to the
9. Provide effective patient education as demonstrated by an average score of at least 2.5 (on the “Patient Survey Form” (1-4 scale with 4 being “Strongly Agree” and 1 being “Disagree”)

PTA 222 (Cont.)

10. Effectively instruct members of the health care team as demonstrated by a score of at least 3.0 on the audience rated "In-service Evaluation Form" (1-5 scale with 5 being "Excellent" and 1 being "Poor").

11. Students will participate in activities related to patient discharge including multidisciplinary care plan meetings, and will discuss the discharge process within the clinic on-line discussion assignment.

IX. PTA 207 PTA SEMINAR II:

At the completion of this course, the student will be able to:

1. Recognize the influence of psychosocial adjustment to disability, individual and cultural differences on patient/family education during verbal discussion of at least 3 case scenarios.
2. Demonstrate guidelines for effective patient education by actively participating in at least 2 role playing sessions.
3. Verbally educate a non-medical person about the role of the Physical Therapist Assistant (PTA) as demonstrated by an improvement of at least 80% between the pretest and posttest surveys.
4. Write a reflection paper of previous clinical experiences that demonstrates knowledge of practice standards that are legal and ethical, including recognition when the direction to perform an intervention is beyond that which is appropriate for the PTA.
5. Discuss in writing the differences between the 3 types of health insurance companies (private health insurance companies, independent health plans & government health insurance) and the impact of managed care on the operation of physical therapy services.
6. Recognizes the importance of the role of the PTA in the clinical education of PTAs by verbally participating in group discussions or writing a 2 page paper on this topic.
7. Identifies career development and lifelong learning opportunities by writing a resume and responding appropriately to oral interview questions pertaining to professional development.

X. PTA 208 PHYSICAL THERAPIST ASSISTANT 4:

At the completion of this course, the student will be able to:

1. Demonstrate effective handling skills in moving a surrogate patient through the developmental sequence (from supine/prone) to standing) recognizing the following on a lab exam with at least 90% score:
 - a. Alignment of trunk & extremities in relation to center of gravity and base of support
 - b. Appropriate facilitation of the patient's weight shifting
 - c. Effective placement of therapist's hands (using proximal and/or distal key points of control)
 - d. Appropriate adjustment of amount of assistance in response to the patient's performance
2. Discuss therapeutically appropriate training strategies for the 3 phases of motor learning (cognitive, associative, autonomous) with at least 80% competency on a written exam.
3. Demonstrate appropriate therapeutic exercise techniques in the progression through a sequence of mat activities from stability, controlled mobility and skill that lead to a functional goal in a surrogate spinal cord injured patient for at least 1 developmental position at a minimum of 90% competency on a lab exam.
4. Demonstrate safe and effective application of advanced therapeutic exercises in working towards a functional goal with a surrogate stroke patient at a minimum competency level of 90% on a lab exam. The neurological therapeutic exercises include selected aspects of the following techniques:
 - a. Proprioceptive Neuromuscular Facilitation (PNF)
 - b. Brunnstrom
 - c. Bobath (NDT)
5. Teach a surrogate patient with CNS dysfunction activities of daily living (ADL) at a minimum of 90% competency on a lab exam. Functional training includes balance/coordination training and patient/caregiver education in addressing the following ADL skills:
 - a. transfers
 - b. wheelchair management skills
 - c. gait and locomotion training
 - d. use of assistive/adaptive devices
 - e. use of prosthetics and orthotics
 - f. use of protective and supportive positioning devices
6. Recognize abnormal muscle tone, abnormal muscle length and changes in muscle tone of a person with CNS dysfunction with at least 80% accuracy during a clinical field trip, including the following skills:
 - a. apply appropriate inhibition techniques for effective stretching of

- a hypertonic muscle
- b. recognize activities, positioning and postures that could cause changes in muscle tone
- c. recognize synergistic movement patterns that are accompanied by abnormal muscle tone

PTA 208 (Cont.)

7. Recognize changes in the direction and magnitude in the state of arousal, mentation and cognition in a person with CNS dysfunction with at least 80% accuracy during a clinical field trip.
8. Demonstrate at least 80% accuracy in recording observations from videotapes on a written lab assignment addressing the following aspects of neuromotor development :
 - a. gross motor milestones
 - b. fine motor milestones
 - c. righting reactions
 - d. equilibrium reactions
9. Identify and describe in writing (with at least 80% accuracy on an exam) a minimum of 10 safety precautions and 10 architectural barriers in each of the following settings: home, community and work environments.
10. Collect data for discharge planning with at least 80% accuracy on lab assignments that address administration of the following forms:
 - a. Patient questionnaire for environmental assessment
 - b. Home assessment form
 - c. Building survey form
 - d. Functional assessment forms (minimum of 2)
11. Applying principles of motor behavior (motor control, motor learning and developmental progression) to case scenarios involving persons with CNS dysfunction , justify the selection of at least 10 different neurological therapeutic exercises based on level of difficulty of the motor activities with at least 80% competency a written exams.

XI. PTA 223 CLINIC 3:

At the completion of this course, the student will be able to:

1. Take responsibility for her/her own professional behaviors professional growth and demonstrate competence by receiving a grade from the clinical instructor of at least 4.0 in the area of "Professional Behavior and Attitude" on the Evaluation.
2. Demonstrate safety awareness by using good body mechanics, following safe patient care protocols, calling for assistance when necessary, and following appropriate emergency procedures. An overall grade of at least 4.0 must be received on the "Safety" section of the Evaluation.

3. Demonstrate an appreciation of the importance of good verbal and non-verbal communication, discrete communication in the presence of a patient, and the development of good therapeutic rapport with other members of the health care team by receiving an overall grade of at least 3.75 in all sections referring to interpersonal communication in the Evaluation.
4. Practice documentation of patient treatment sessions using facility format, including information needed for billing and reimbursement. These notes should be thorough, accurate, logical, concise, timely and legible. The student must receive at least a 3.5 on "Documentation" in the Evaluation.

PTA 223 (Cont.)

5. Demonstrate integration of academic knowledge and clinical practice by receiving at least a 3.75 in the "Integration of Academic Knowledge" and the "Clinical Problem Solving" areas of the Evaluation.
6. Demonstrate competence in PT treatments by receiving an overall grade of at least 3.5 in the "Treatment" section of the Evaluation.
7. Demonstrate skills in time management in the health care environment by receiving a grade of at least a 3.5 on the "Management" section of the Evaluation.
8. Participate in on-line, self-reflective discussion with other PTA clinical students submitting at least 5 discussion entries, as well as submit at least 5 weekly email journal entries to the GCC instructor.
9. Provide effective patient education as demonstrated by an average score of at least 3.7 (on the "Patient Survey Form" (1-4 scale with 4 being "Strongly Agree" and 1 being "Disagree")).
10. Effectively instruct members of the health care team as demonstrated by a score of at least 3.5 on the audience rated "In-service Evaluation Form" (1-5 scale with 5 being "Excellent" and 1 being "Poor").
11. Students will participate in activities related to patient discharge including multidisciplinary care plan meetings, and will discuss the discharge process within the clinic on-line discussion assignment.

**Genesee Community College
Physical Therapist Assistant Program
Student Consent Form**

I have received a copy of the Academic Handbook for PTA Students, carefully read the Student Responsibilities section and had an opportunity for my questions regarding this handbook to be addressed by program faculty. My signature below indicates that I agree to abide by the list of Student Responsibilities.

STUDENT RESPONSIBILITIES

1. Prepare for classroom and laboratory learning experiences.
2. Appear on time for classroom and laboratory learning experiences.
3. Actively participate in the classroom and laboratory learning experiences.
This includes acting as a patient by allowing your classmates to practice their PT skills on you, unless you have a medical condition that is a contraindication to a particular treatment and have discussed this situation with your teacher.
4. Complete assignments on time.
5. Report any incidents of absence and tardiness to the instructor, as specified in the course syllabus.
6. Seek direction from your teacher when any learning difficulties arise.
7. Abide by the policies and procedures set forth in the Academic Handbook for PTA Students.
8. In the event of withdrawal from the PTA program prior to completion, have an exit interview with the Program Director.

Student's Signature _____ Date _____

Student's Printed Name _____