



ACADEMIC HANDBOOK for PTA PROGRAM STUDENTS

Genesee Community College
State University of New York
Batavia, NY

2022

**FIRST SECTION:
PTA PROGRAM & COURSE
INFORMATION**

**GENESEE
COMMUNITY COLLEGE
STATE UNIVERSITY OF NEW YORK**

2022

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 instructors, we feel that it is a privilege to facilitate your learning and guide you through this process. Setting yourself up for success in this program requires that you take responsibility for your learning and financially plan ahead. Dedicating enough study time, finding study strategies that work well for you and striving to maintain open lines of communication with your instructors are also critical components of success in this program.

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 cannot do it for you. Working as a team, we 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.

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 academically challenging, enjoyable, rewarding and personally fulfilling years of their lives. Congratulations as you embark on your new career with us.

Sincerely,

The PTA Program Faculty

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FACULTY TEACHING PTA COURSES

Christopher Caputi PT, DPT, Cert. MDT

Associate Professor/Director of PTA Program

Dr. Caputi received a Master's degree in physical therapy from D'Youville College in Buffalo, NY and earned a Doctorate of Physical Therapy from Upstate Medical University in Syracuse. Dr. Caputi currently teaches a variety of classes in physical therapy techniques and Applied Kinesiology. He received the 2015 S.U.N.Y. Chancellor's Award for Excellence in Teaching at GCC. Since joining GCC in 2007, Chris has served as the advisor to the PT Assistant Club. He has been active in the American Physical Therapy Association and its local chapters, offering lectures on orthopedic topics as well as best practices for collaboration between PTs and the Physical Therapist Assistant.

Dr. Caputi holds certification in the McKenzie approach to mechanical diagnosis and treatment of the spine and also is a certified Spider Tech Taping therapist. In 2015, he gained certification from the Titleist Performance Institute in Golf swing analysis and physical assessment of the golfer. He continues his clinical practice in outpatient therapy, Pro Bono work, and private consultation.

John Love PT, MS

Instructor/Coordinator of Clinical Education

John Love graduated from the State University of New York @ Cortland with a BA in Biology. He then graduated with his MS PT from Drexel University College of Nursing and Health Professions where he was awarded the William McBeth Research Award. His clinical experience in developmental centers; preschools; Early Intervention; and outpatient, inpatient, and rehabilitation practice at the University of Rochester's Strong Memorial Hospital have provided him with a background to develop teaching expertise in the areas of pediatric, inpatient, outpatient, and neurological rehabilitation. John was awarded Board Certified Specialist in Neurologic physical therapy by the American Physical Therapy Association. His teaching background includes six years of development and teaching for the Nazareth College Physical Therapy program and additional instruction for the Ithaca College Physical Therapy program.

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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).

If needing to contact the PTA Program/Genesee Community College directly, please call 585-345-6822 or email cdcaputi@genesee.edu.

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.

Reporting requirement for licensure or certification of physical therapist assistants

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate have requirements that individuals must meet in order to be licensed or certified in New York State. GCC's academic programs leading to licensure or certification are carefully designed to meet and exceed these New York State requirements. This is a role SUNY plays in protecting the public. However, other states frequently have their own requirements.

Genesee Community College **cannot determine** whether its educational program curriculum for Physical Therapist Assistant, A.A.S., that if successfully completed, is sufficient to meet the licensure and certification requirements for practicing in Physical Therapy in States and U.S. territories other than New York. Enrolled students and prospective students are strongly encouraged to contact their State's licensure entity (if not practicing in New York) to review all licensure and certification requirements imposed by their state(s) of choice.

We encourage you to talk to your program director if you plan to practice in a State other than New York after graduation.

Filing a complaint about a program with CAPTE

CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself.

Formal complaints about programs

CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA) that allege a program is not in compliance with one or more of CAPTE's [Evaluative Criteria](#) (for complaints about events occurring before December 31, 2015) or the Standards and Required Elements (for complaints addressing events occurring January 1, 2016 and thereafter) or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal

institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

- If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.
- If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue 2 their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Evaluative Criteria for Accreditation (or the Standards and Required Elements, as appropriate) or the statements listed above.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three(3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.

Complaints will ordinarily be reviewed at the next meeting at which complaints may be reviewed (late January, mid-April, late July/early August, early November) following receipt of the complaint. In order for the process to be completed in time for considered review by CAPTE, complaints must be received no later than ninety (90) days prior to a meeting. At its discretion, CAPTE may choose to consider complaints between its regularly scheduled meetings. Ordinarily, such consideration will occur only when delay in consideration of the complaint could have a serious adverse effect on either the complainant or the institution.

ANONYMOUS COMPLAINTS ABOUT PROGRAMS

Complaints that are submitted anonymously are not considered to be formal complaints and will not be reviewed by CAPTE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward is made by the Director of the Accreditation Department. A record of anonymous complaints will be maintained by the Department of Accreditation.

COMPLAINTS ABOUT CAPTE

Anyone may file a signed complaint about the agency with CAPTE. Complaints about the agency's criteria, its procedures or other aspects of the agency's work, including its staff and volunteers, will be considered by CAPTE. To be considered as a formal complaint against CAPTE, however, a complaint must involve issues other than concern about a specific program action.

Complaints must be submitted in writing. The event(s) being complained about must have occurred at least in part within one (1) year of the date the complaint is filed. The complaint must be identified as a complaint and submitted independent of any other documentation submitted to CAPTE. The complaint must 1) set forth and clearly describe the specific nature of the complaint, 2) provide supporting data for the charge, 3) specify the changes sought by the complainant, and 4) identify the person making the complaint.

Complaints are submitted to the Department of Accreditation, APTA, 3030 Potomac Ave. Suite 100 Alexandria, Virginia, 22305-3085. CAPTE acts on these types of complaints at its next regularly scheduled meeting following receipt of the complaint.

PTA PROGRAM POLICY FOR HANDLING COMPLAINTS FROM THE PUBLIC

The Physical Therapist Assistant Program at Genesee Community College welcomes feedback from the public with regards to the program. A statement on the program webpage located beneath the CAPTE logo to verify accreditation of the program specifies the following: 'If anyone in the public has an issue or complaint regarding this program, please contact the Program Director, Dr. Christopher Caputi. Those submitting complaints should not fear any form of retaliation or retribution from the program.' The program policy for handling complaints from anyone in the public that fall outside the realm of due process is to ask the complainant to submit a written statement to the program director, who will respond back to the complainant within seven business days. After obtaining the information from the complainant, the program director is responsible for following up on the complaint by communicating with the appropriate personnel at the college in order to resolve the issue. The program director will act as an advocate for accessing the appropriate supervisor according to the "chain of command" and college policy in order to resolve the issue at the lowest level first, then proceeding to higher levels as needed. The program director will provide the complainant with written notification of follow-up measures taken by the institution every seven business days until the issue is resolved. Throughout the entire process, there will be no retaliation against the complainant or organization that he/she represents. The program director will maintain a written record of the complaint and documentation of the institution's response in a locked filing cabinet located in the program secretary's office.

COLLEGE MISSION, VISION & STRATEGIC PRIORITIES

Mission

As an inclusive, accessible, student-centered community college, we foster exceptional teaching and learning opportunities that result in intellectual and social growth, economic advancement, and engaged citizenship.

Vision

GCC will be the college of choice, known for its highly innovative and individualized educational experiences, life-long learning opportunities, and ability to empower students to lead in a changing world.

Strategic Priorities

1. Student Support & Success

Commit to the success of every student; provide programs and services designed to assist our diverse student body in achieving individual educational goals.

2. Teaching & Learning

Provide dynamic educational experiences that afford all members of the college community flexible opportunities to meet their career, educational, and personal enrichment goals.

3. Diversity & Inclusive Excellences

Cultivate a community that fosters respect and appreciation for individual and group differences. Demonstrate our commitment to the values of equity, diversity, and inclusion throughout all endeavors.

4. Fiscal, Operational & Infrastructure Sustainability

Maintain efficient, effective operations; identify and pursue new or additional sources of revenue and financial support; monitor and improve campus infrastructure; foster a safe environment.

5. Campus & Community Engagement

Create an open and transparent, trust-based environment that inspires creativity and innovation. Cultivate and foster meaningful relationships with community partners.

PTA PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Genesee Community College Physical Therapist Assistant Program

MISSION 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 the self-esteem, skills and knowledge that will 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 Surveys; 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 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.) Graduate Surveys

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

Data Sources: Employer Surveys; 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 employer 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.)

Employer 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.) 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.

Data Sources: Employer Surveys; 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 #9 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question #9 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 Surveys

Objective 3B – At least 90% of our graduates who respond to the survey will rate themselves as ‘Acceptable’ or higher on question #9 of the graduate surveys that are sent out 1 to 1 ½ years after graduation. (NOTE: Question #9 asks how well the graduate demonstrates effective written, oral and nonverbal communication with patients and their families, health care providers, colleagues, and the public.)

Graduate Surveys

ALIGNMENT OF PROGRAM GOALS WITH COLLEGE STRATEGIC PRIORITIES

PRIORITY #1: STUDENT SUPPORT & SUCCESS – Commit to the success of every student; provide programs and services designed to assist our diverse student body in achieving individual educational goals.

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

***PTA PROGRAM GOAL #2** – All PTA Program graduates will demonstrate a strong sense of professionalism.*

***PTA 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.*

PRIORITY #2: DIVERSITY & INCLUSIVE EXCELLENCE – Cultivate a community that fosters respect and appreciation for individual and group differences. Demonstrate our commitment to the values of equity, diversity and inclusion throughout all endeavors.

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

***PTA PROGRAM GOAL #2** – All PTA Program graduates will demonstrate a strong sense of professionalism.*

PRIORITY #3: CAMPUS & COMMUNITY ENGAGEMENT – Create an open and transparent, trust-based environment that inspires creativity and innovation. Cultivate and foster meaningful relationships with community partners.

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

***PTA PROGRAM GOAL #2**– All PTA Program graduates will demonstrate a strong sense of professionalism.*

Is PTA A GOOD CAREER CHOICE FOR YOU?

1. Understanding the Role of the Physical Therapist Assistant

Do you know the work responsibilities of a PTA? Are you familiar with the many settings in which PTAs may work? Do you understand the difference between the roles of a PTA and a PT? Do you possess the Essential Functions for Employment as a PTA (see following page)?

2. Adequate resources for successful completion of the PTA Program include:

- Aptitude - Fundamental skills needed for successful employment as a Physical Therapist Assistant? (See attached document entitled 'Guidelines for Successful Employment as a PTA')
- Financial Resources - See documents regarding academic and clinical internship expenses
- Time – Classroom, Lab, Exam preparation, and study time (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.)
- Commitment - The PTA is a licensed healthcare professional dedicated to high standards of clinical practice. The PTA Program at GCC is an intense, academically rigorous program and requires dedicated, hardworking students with solid support systems. In order to pass the challenging national licensing exam and achieve the skill set necessary for excellence in clinical practice, students can expect a demanding course load, robust study, considerable practice of treatment techniques research and collaborative project work outside the scheduled class hours.

3. **Moral character** – Students must possess good moral character and willingness to abide by the APTA Standards of Ethical Conduct for the Physical Therapist Assistant. PTAs are called to serve others and often place your patient's needs ahead of your own.

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? NOTE: A criminal background check may be required for students enrolled in the PTA Program during their clinical internships. (See information on p.38 of the PTA Program Clinical Education Manual).

5. **Critical thinking, reading proficiency, and test taking skills** – Students must possess strong reading comprehension and critical thinking skills, so as to apply academic knowledge to real patients. Written tests and competency demonstration exams are frequent throughout the curriculum. Licensure is attained through successful completion of a computerized, 200 multiple-choice question exam.

6. **Interpersonal Skills** – PTAs must be expert communicators, personable, and provide excellent customer service. They must also be great collaborators with other health care professionals. The PTA must enjoy interacting with people, educating, and possess compassion for others.

ESSENTIAL FUNCTIONS FOR 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. Sufficient total body strength, flexibility, balance, coordination and cardiopulmonary endurance as demonstrated by the ability to safely perform the following skills in a functional timeframe:
 - Assist in patient mobility
 - Demonstrate therapeutic exercise
 - Guard and assist with ambulation of patients
 - Perform manually resisted exercises
 - Perform cardiopulmonary resuscitation
 - Apply physical agents
 - perform range of motion
2. 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, alarm, or safety alert
 - Read a stopwatch
 - Operate settings and controls on therapeutic equipment
 - Utilize a stethoscope
 - Palpate anatomical structures
 - Respond to emergencies, such as urgent situations that are not always anticipated
3. Communicate orally and in writing 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.

APTA STANDARDS OF ETHICAL CONDUCT FOR A PTA

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2: Physical Therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/ clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance- related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy

JOB/CAREER OPPORTUNITIES

Career Services (PURPLE BRIEFCASE) Statement of Purpose:

In support of Genesee Community College's mission and vision, Career Services is committed to providing assistance in navigating career and educational planning. Our office develops and sustains positive relationships with students, alumni, faculty, staff, employers, and our community members. These meaningful partnerships, in addition to customized educational experiences, are designed to coach, prepare, and support individuals to become a career confident citizen in the global work environment.

See how [Purple Briefcase](#) can engage you in your career development process by clicking on the below services you are interested in:

Students, Alumni, and Community Members:

- **Exploring Career Options**

We offer career counseling, career assessments, career research tips and strategies, career education courses, and resources to help support you in a career decision.

- **Preparing for Your Career**

We can help you prepare for your chosen career with Internships / Cooperative Education, Job Shadowing, Mock Interviews, and the Multicultural Public Speaking Club.

- **Getting the Job**

We're available to assist you with: resume and cover letter writing, interviewing skills, information about the latest job market, and assistance with job-securing skills.

How to Sign Up:

1. Go to genesee.edu/career
2. Click on the Purple Briefcase banner
3. Select New Student (this includes Alumni, Community Members & Faculty/Staff)
4. Complete the prompts and select "Find Me" – You will NOT be found
5. Click on the Blue box on the bottom to "Create Pending Account"
6. Your account will be approved by Career Services staff within 1-2 business days. You will receive an email confirmation when this is complete.

Switch Profile to Public:

1. Once your profile is created, click my profile on left menu bar
2. Click the gear button in bottom right corner
3. Switch profile to public:

How to Complete O*NET Interest Profiler:

1. Log into Purple Briefcase
2. Select career path on left menu bar
3. Follow the on screen instructions to complete the O*NET Interest Profiler
4. View careers that match you interests
5. Click on a suggested career to explore more:
 - Job outlook
 - Salary
 - Education needed
 - Etc.

PTA PROGRAM FACT SHEET

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 good jobs with this highly portable degree that allows you to take the national licensing exam and work in any state.

Career Opportunities

PTAs are listed as an occupation projected to have strong growth into the future. Career opportunity information can be found at PTJobs.com, Genesee.edu/offices/career/, PhysicalTherapy.com/jobs, acinet.org, Labor.ny.gov/stats/, Careerbuilder.com, Cs.ny.gov, Indeed.com, and Monster.com.

Employment Rates of Program Graduates (average for graduating classes of 2019 & 2020): 94% of our graduates who sought employment were employed as a PTA within one year of graduation.

Program Acceptance and Matriculation Rate (average for 2020 & 2021): 88% of all applicants who met the minimum academic prerequisite score (in math, biology and chemistry/physics) and submitted a complete application were offered acceptance into the program. 75% of accepted students matriculated by enrolling in the program. A new class of 30 students starts the technical course sequence every fall semester. Applicants are advised to complete the three academic prerequisite courses (math, biology and chemistry/physics) by the end of the fall semester, so they will have a complete application by January 15th of the same year they desire to start the technical course sequence. Qualified applicants will be accepted into the summer if spots remain open after the January 15th application deadline.

Program Graduation Rate (average for 2020 & 2021 graduating classes):

63% of the students who started the program completed the program within a two-year period. If nonacademic reasons, such as family/health issues and deciding a career change, are excluded from the 2 year average calculation, then the two year average graduation rate is 78%.

Pass Rates of Program Graduates on National PTA Licensing Examination (average for 2019 & 2020):

90% of our graduates who took this exam have passed it. (82% of our graduates have passed this exam on the first attempt. The score to pass this exam is set nationally but each state has separate registration requirements. Please visit www.fsbpt.org for information on specific state requirements.

Program Accreditation Status

The PTA program at Genesee Community College is accredited by the:

Commission on Accreditation in Physical Therapy Education

3030 Potomac Ave., Suite 100

Alexandria, Virginia 22305-3085

telephone: 703-706-3245

email: accreditation@apta.org

website: <http://www.capteonline.org>

If needing to contact the PTA Program/Genesee Community College directly, please call

(585) 345-6822 or email cdcputi@genesee.edu

OVERVIEW OF COSTS FOR THE PTA PROGRAM

(for the 2021-2022 academic year)

ANNUAL COLLEGE TUITION AND FEES:	Full or part time student
\$4,750	for full-time student (for NYS residents)
\$5,350	for full-time student (out-of-state)
\$490	mandatory fees for full-time student
\$195	tuition per credit hour for part-time student (NYS resident)
\$220	tuition per credit hour for part-time student (out-of-state)
\$20	mandatory fees per credit hour for part-time student

PROGRAM AND CAREER EXPENSES:

- \$2,000 for required 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.)
- \$ 250 Professional membership, and licensing exam practice materials (exams & review course)
- NOTE: \$708 additional fees will be required after graduation for NYS registration and national licensing exam registration fees.

CLINICAL INTERNSHIP 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:

- \$100-400 for a health physical exam(s), lab work and immunizations. (Your insurance policy may pay for all or part of the cost.) Due to the timing of the clinical internship courses, you may need either one or two health physical exams.
- \$0-1,200 Health Insurance is required for any student participating in the clinical education component of the curriculum. This coverage may represent a considerable expense for students. Students are advised to consult with their employer for options or state government sponsored programs for eligibility and costs. Due to recent changes in health care, the school no longer offers a health insurance program for students. Proof of medical insurance including hospitalization is required prior to each clinical affiliation.
- \$54 for Malpractice Insurance
- \$15 for a student name tag required by state law

Travel Expenses:

Students are responsible for their own transportation and housing during clinical education periods. Placements may be up to one hour away from a student's home.

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

- \$ 50-200 for tolls and/or parking fees
- \$ 50 for special footwear, depending on the dress code at the facility
- \$ 5-7/day for lunch, if purchased at the facility
- \$50-200 for appropriate professional attire such as dress clothes, scrubs, or other

	uniform
\$200 - 500	for short-term housing for out-of-state clinical affiliation sites
\$0-150	for criminal background check, fingerprinting and drug testing
\$5-50	electronic medical record user fee

Extra child care expenses to accommodate additional time away from the house

WHERE TO GO FOR FINANCIAL AID INFORMATION

Please click on the following link <https://www.genesee.edu/home/offices/finaid/> for the GCC Financial Aid web page. 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) after October 1st 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 February 1 may be too late for campus-based assistance for that year.

In accordance with federal regulations, the New York State Human Rights Law, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, Genesee Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran status, national origin, disability, or sexual orientation in educational programs, activities, admissions, or employment.

Financial Aid
Student Success Center
One College Rd
Batavia, NY 14020
P: 585-345-6900
F: 585-343-6726
financialaid@genesee.edu
GCC Federal Code: 006782 GCC TAP Code: 2252

TUITION AND FEES

Genesee Community College is one of the most affordable colleges in the northeast, with an undergraduate tuition that is competitive with community colleges across the country.

Visit the [SUNY Net Price Calculator](#) to estimate how affordable GCC is for you. The net price calculator provides students and parents an estimate of the total annual cost of attending Genesee Community College. Please note that the provided quote is a **broad** estimate and includes both direct and indirect costs. Actual out-of-pocket cost may be significantly less than the estimate. For example, if the student plans to live at home with parents, then the room and board cost provided by the calculator could be excluded after the estimate is given.

Estimate Yearly Cost of Attendance (2021-2022)

Tuition and fees are subject to change without notice.
Rates are per semester.

Expense	Living at home	Not living at home
Full Time Tuition	\$4,750	\$4,750
Mandatory Fees	\$490	\$490
Books & Supplies	\$1,475	\$1,475
Personal	\$1,345	\$1,345
Room	\$0	\$6,800
Board	\$1,675	\$2,525
Transportation	\$1,650	\$640
Total	\$11,385	\$18,025

Full-time Student (Fall or Spring, 12 or more credits)

Expense	NYS Resident	Non-NYS Resident*	NYS Resident w/o Certificate**
Tuition	\$2,375	\$2,675	\$4,750
College Fee	\$170	\$170	\$170
Technology Fee	\$50	\$50	\$50
Academic Support Fee	\$25	\$25	\$25
TOTAL per semester	\$2,620	\$2,920	\$4,995

Part-time Student (Fall or Spring, less than 12 credits)

Expense	NYS Resident	Non-NYS Resident *	NYS Resident w/o Certificate**
Tuition	\$195/credit hour	\$220/credit hour	\$390/credit hour
College Fee	\$14/credit hour	\$14 /credit hour	\$14 /credit hour
Technology Fee	\$4/credit hour	\$4/credit hour	\$4/credit hour
Academic Support Fee	\$2/credit hour	\$2/credit hour	\$2/credit hour

Summer or Winterim Student (No full-time rates available)

Expense	NYS Resident	Non-NYS Resident*	NYS Resident w/o Certificate**
Tuition	\$195/credit hour	\$220/credit hour	\$390/credit hour
Technology Fee	\$4/credit hour	\$4/credit hour	\$4/credit hour
Academic Support Fee	\$2/credit hour	\$2/credit hour	\$2/credit hour

*Net of Incentive

**Double tuition is charged to NYS residents that fail to provide a valid [Certificate of Residence](#) each academic year.

Additional Fee Information

Expense	Cost
Online Learning Fee	\$10.00 per online credit hour
Allied Health Student Intern Malpractice Insurance	\$18/semester
Nursing Clinical Fee	\$25/semester

International Student Fees

International Student Fees are mandatory.

Expense	Cost
Medical Evacuation/Repatriation Insurance	\$47/year

Contact

Student Accounts
Student Success Center - G127
Phone: 585-345-6805
Fax: 585-345-6885
studentaccounts@genesee.edu

Forms

- [Certificate of Residence Form](#)
- [Permanent Address Change Form](#)

Policies on Tuition Refunds

Course registration creates a financial obligation to GCC. A tuition refund is only effective upon formal (written) withdrawal. The student can withdraw in writing in the Record's Office or at any campus center location. They can also withdraw online through their myGCC account. **Please be aware that non-attendance is NOT withdrawal.** For further information on academic withdrawal, please contact the Record's Office at (585) 343-0055 ext. 6218.

SUNY Tuition Refund Policy

The SUNY Board of Trustees approved a resolution standardizing the refund policy for all New York State community colleges as of the Fall semester 1998. A student is eligible to receive a 100% refund of tuition charges up **until the day before** the semester begins. After that date, the student is charged in accordance with the policy:

Date of Withdrawal Regular Fall/Spring Semester	Refund
Prior to first day of the term	100%
During first week	75%
During second week	50%
During third week	25%
After third week	0%
Courses Twelve Weeks in Duration	
Prior to first day of the term	100%
During first week	60%
During second week	30%
After second week	0%
Courses Seven Weeks or Less in Duration	
Prior to first day of the term	100%
During first week	25%
After first week	0%

For a full list of GCC-specific withdrawal dates, visit our [Tuition Refunds](#) page.

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) \$100.00 - \$400.00 health physical, lab work, immunizations (Your insurance policy may pay for all or part of the cost)
- (R) Medical Insurance that covers hospitalization coverage is required for any student participating in the clinical education component of the curriculum. This coverage may represent a considerable expense for students. Students are advised to consult with their employer for options or state government sponsored programs for eligibility and costs. Proof of health insurance is required prior to each clinical affiliation.
- (R) \$54.00 For Malpractice Insurance
- (R) \$15.00 Student name tag
- (R) Money for gas and car expenses. (Students are expected to provide their own transportation to clinical facilities.)
- (P) Extra child care expenses to accommodate additional time away from the house
- (P) \$50.00-\$200.00 for tolls and/or parking fees
- (P) \$40.00 - \$60.00 for a white lab coat, depending on the dress code at the facility
- (P) \$50.00 for special footwear, depending on the dress code at the facility
- (P) \$5.00-\$7.00 / day lunch, if purchased at the facility
- (P) \$50.00-\$200.00 for appropriate professional attire (clothing, shoes, etc...)
- (P) Extra child care expenses to accommodate additional time away from the house compared to when the student is just taking classes
- (P) \$0-150 Criminal Background Check, fingerprinting and drug testing
- (P) \$5-50 Electronic Medical Record user fee
- (P) \$200-\$500 for short-term housing for out-of-state clinical affiliation sites

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.

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.**
2. Appropriate dress is as follows: Sneakers, shorts and a short-sleeved or sleeveless top. ***Yoga pants or stretch pants are NOT acceptable.*** Removing your shirt may be required for certain labs which deal with the upper extremities. Appropriate draping and gowns will be provided.
3. 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.
4. If a student is unsure of what they should be doing, they should stop and ask an instructor before proceeding.
5. 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 display other behaviors interpreted as demonstrating respect.
6. All students are responsible for maintaining order in the lab by returning supplies, taking equipment back to its proper place, and cleaning their workspace.
7. 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.

SAFETY IN THE PTA LAB

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 the annual inventory and in preparation for lab. 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.

FIRE DRILL & EMERGENCY EVACUTATION ROUTE FROM PTA LAB AND MAP

Fire drill evacuation route from PTA lab

Everyone must evacuate in response to hearing a fire alarm. Close doors behind you and assist people who are disabled to marked stairways. Do not use the elevator. Upon exiting the PTA lab door, turn left and walk down the stairs to exit the building. Once outside, move at least 100 feet away from the building. Wait for instructions on when to return.

Emergency evacuation procedure – Batavia campus

For the safety of the college community, the college has established an emergency evacuation procedure. Throughout the year, unannounced drills are conducted to familiarize students, faculty, staff and visitors with this procedure.

- When the alarm sounds or upon notification, leave by the nearest uncompromised exit of the building. Those requiring additional assistance should assemble at the designated areas of the second and third floor elevator bay bridges;
- Do NOT use elevators;
- Once outside, move clear of the building allowing others to exit. Available CAST members (building evacuation coordinators) will be at these locations. You can identify these individuals by their fluorescent vests;
- Keep driveways and walkways clear for emergency personnel; and
- Listen for additional instructions – you will be told via the public address system when it is safe to re-enter the building or portions of the building.

This year, I would ask that all Campus Community members review their designated meeting spot with their colleagues, classmates & students. In prior years, we had a meeting spot just beyond the Clock Tower, which is now in the construction zone. This was known as the BLUE AREA and was led by our BLUE CAST team leaders Joe Bailey and Tanya Lane-Martin. For those groups, depending on where you exit the building the safest area to meet may be on the south side of the campus near the Technology building or on the north side of the Arts building. You should come up with your own department or class plan and know where to meet everyone outside when an alarm sounds. If someone is unaccounted for you should inform a CAST team member, who will then contact Campus Safety.

Stephen Wise

Director of Campus Safety

SUNY Genesee Community College 1

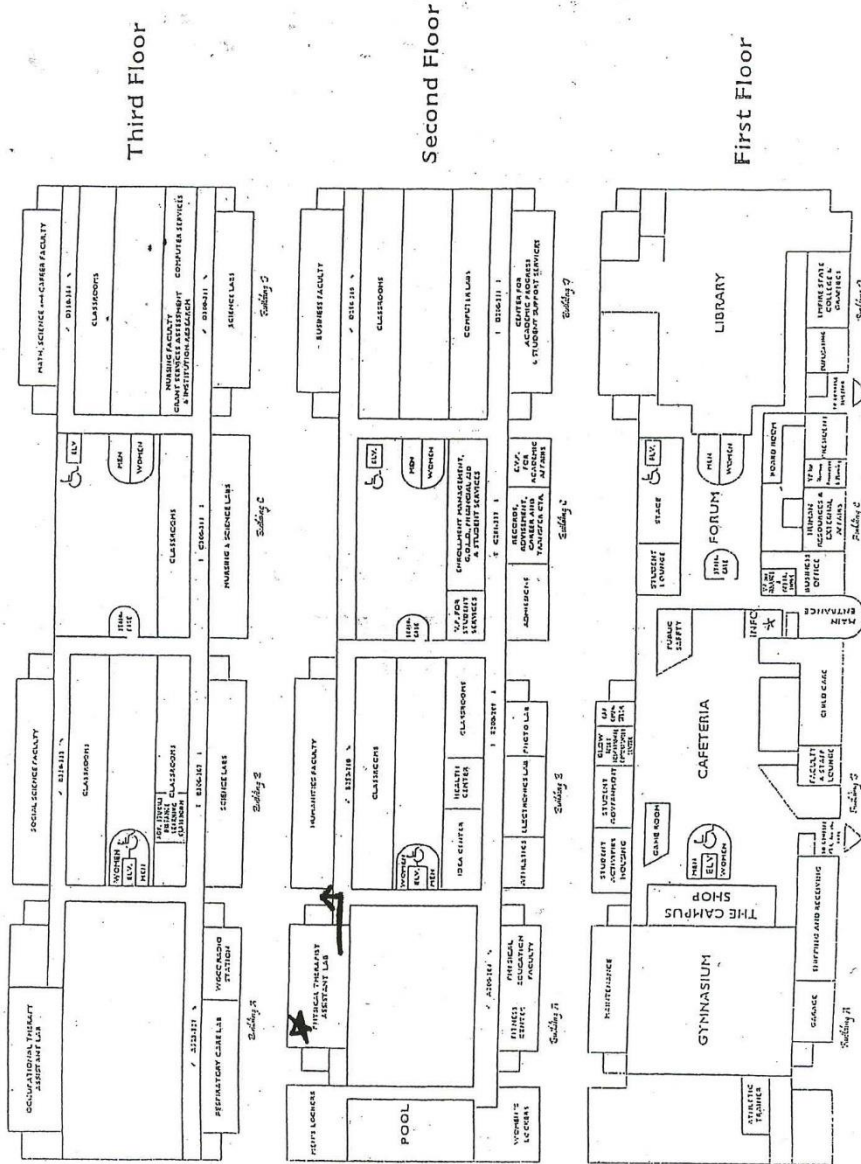
College Road

Batavia, NY, 14020

FIRE DRILL & EMERGENCY EVACUATION MAP

Upon exiting the PTA lab door, turn left and walk down the stairs to exit the building.
Once outside, move at least 100 feet away from the building. Wait for instructions on when to return.

FIRE DRILL & EVACUATION ROUTE
From PTA LAB
Main Campus



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GCC DEPARTMENT OF CAMPUS SAFETY

ONE NUMBER DOES IT ALL:

(585) 345-6500

(X6500 FROM AN INSIDE PHONE)

Or visit us at B-118, between the Forum
and the Cafeteria

POTENTIAL HEALTH RISKS STUDENTS MAY ENCOUNTER IN THE PROGRAM

College and program policies are in place to protect the health, well-being and safety of students in the classroom, lab and clinical internship sites while engaged in activities enrolled in the program. If these rules are not followed, the potential exists for students to incur injuries and bodily harm.

Intentional or unintentional misuse of lab equipment could cause burns, ligamentous sprains, musculoskeletal injury, rashes or skin wounds. Strict supervision requirements are adhered to in order to provide a student to faculty ratio that is conducive to learning and maintaining the safety of students while in the lab. Course syllabi specify the lab safety rules which are reinforced in lab in order to protect students. Students who have medical conditions that are a contraindication to a particular treatment are excused from the role of a patient so all students can safely participate in lab demonstrations, lab practice and lab practical exams.

All program students will receive thorough instructions in infection control, pathogen exposure, proper body mechanics for lifting, HIPAA and other OSHA mandated topics prior to attending clinical education courses in the curriculum. Students will also be required to have a complete physical exam for health clearance to safely participate in clinical internship activities, along with required vaccinations mandated by NYS health department, prior to attending clinical internship courses. The Clinical Education Manual and clinic send-off sessions specify the program policies that are in place to protect students from contracting an infectious disease, hurting their back, or other types of bodily injuries that could occur while participating in their clinical internship. A contract with the clinical affiliation sites is in place that legally obligates the affiliating health care facility to provide medical care to students in the case of emergency during the clinical fieldwork experience.

Students are referred to the document entitled 'Essential Functions for Employment as a PTA' for a self-assessment of their abilities to perform the fundamental job duties of a PTA. Students who are lacking in these areas may have difficulty meeting program requirements or gaining employment as a PTA.

STUDENT RESPONSIBILITIES IN THE PTA PROGRAM

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 instructors 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.

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. Follow all safety rules.
5. Report any incidents of absence and tardiness to the instructor, as specified in the course syllabus.
6. Seek direction from your instructor 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, complete an interview with the Program Director.

GRADING PRACTICES

Grades are used to assess student achievement and report on student progress. 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.

Grade points are assigned to letter grades as follows:

Existing Grading System

Grade	Description	New Grade	New Description
A	4.00 points per credit hour	A	4.00 points per credit hour
		A-	3.67 points per credit hour
		B+	3.33 points per credit hour
B	3.00 points per credit hour	B	3.00 points per credit hour
		B-	2.67 points per credit hour
		C+	2.33 points per credit hour
C	2.00 points per credit hour	C	2.00 points per credit hour
		C-	1.67 points per credit hour
		D+	1.33 points per credit hour
D	1.00 points per credit hour	D	1.00 points per credit hour
		D-	0.67 points per credit hour
F	0.00 points per credit hour	F	0.00 points per credit hour

Other notations may also be used:

Grade	Description
H	Honors level course
J	Not yet graded by faculty member
S	Satisfactory completion (used only in non-credit courses)
U	Unsatisfactory completion (used only in non-credit courses)
W	Withdrawal from course The "W" grade is recorded for students who officially withdraw from a course after the census date (end of the third week of a 34 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 officially withdraw from a class by the designated deadline.
IP	In process 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 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. Any student accepting an "IP" cannot graduate until the end of the term in which the "IP" is completed and graded.
CR	Credit earned by examination
AU	Course registration by audit 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.
TR	Credit transferred from another institution of higher education

Withdrawal from a Course

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 may withdraw online (through [myGCC](#)) or by submitting 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 withdrawals 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. Withdrawals may be completed online (through [myGCC](#)) or in person in the [Records Office](#). 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 A- or lower. 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.

Drop-Add

A student may drop or add a course through the College website, in person, by fax, or email.

- 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.

Plagiarism and Cheating: Official College Definitions and Consequences

Cheating is obtaining or intentionally giving unauthorized information to create an unfair advantage in an examination, assignment, or classroom situation.

Plagiarism is the act of presenting and claiming words, ideas, data, programming code or creations of others as one’s own. Plagiarism may be intentional – as in a false claim of authorship – or unintentional – as in failure to document information sources using MLA (Modern Language Association), APA (American Psychological Association), Chicago or other style sheets or manuals adopted by faculty at the College. Presenting ideas in the exact or near exact wording as found in source material constitutes plagiarism, as does patching together paraphrased statements without in-text citation. The purchasing or sharing of papers or projects between students or the re-use of papers or projects submitted for more than one assignment or class also constitutes plagiarism.

Examples of academic dishonesty include but are not limited to the following:

- Taking an exam for another student.
- Having another student take an exam for you.
- Paying someone to write a paper to submit as your own work.
- Writing a paper for another student.
- Submitting the same paper for grading in two different courses without permission.
- Arranging with other students to give or receive answers by the use of signals.
- Arranging to sit next to someone who will let you copy from his or her exam.
- Copying from someone’s exam.
- Allowing another student to copy from you during an exam.
- Obtaining answers, information, translations or material from a source (ex. the Internet) without appropriate citation.
- Getting questions or answers from someone who has already taken the exam.
- Working on homework with other students when the instructor does not allow it.
- “Padding” – adding items on a works cited page that were not used.
- Unauthorized use of information stored in the memory of an electronic device (ex. programmable calculators and cell phones) on a test or assignment. No information stored in any electronic devices may be used without explicit permission.
- Altering or forging an official document.

Disciplinary action may include a failing grade on an assignment or test, a failing grade for the course, suspension, or expulsion from the College, as described in the [GCC Student Code of Conduct](#) Graduation from the College:

To be awarded the appropriate associate degree or certificate, a student must complete the program's minimum credit hour requirement.

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. A final course grade of C- or lower is insufficient mastery for the course to count towards the degree requirements.

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 throughout the entire PTA curriculum

TIME LIMITS FOR COMPLETION OF THE PTA COURSES

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

PTA PROGRAM EXIT INTERVIEW

Student's Name _____

Program Director's Initials (completing form) _____

Date _____

How was this information gathered?

Interview Mode (Check one):

- _____ in-person
- _____ phone conversation
- _____ email (attach)
- _____ other (specify)

When did the student drop out of the PTA course sequence? (Check one)

- _____ during the semester
(specify which semester)
- _____ after a semester has been completed
(specify which semester)

Why did the student choose or was unable to continue in the PTA curriculum? (Check all that apply) _____

- _____ did not meet academic standards
- _____ did not meet clinical standards
- _____ student died or was severely disabled
- _____ health issues
- _____ family issues
- _____ changed mind about career choice
- _____ transferred to other PTA or PT program
- _____ other (please specify)

Primary Reason:

_____ Academic

_____ Non-academic

Secondary/contributing factor(s):

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, a course grade, graduation requirements, transfer credit) may grieve the complaint as follows. (Academic probation status appeals use a separate appeals process.)

1. The student must initiate contact with the Academic Standards Committee by submitting a Request to Appeal form either electronically via the Genesee Community College website or by U.S. mail addressed to the Office of the Vice President of Student and Enrollment Services, ATTN.: Academic Standards Committee. The form can be found here: <http://faculty.genesee.edu/senate/appeal.htm> or a copy may be obtained from the Office of the Vice President of Student and Enrollment Services. A copy of the appeal form will be forwarded to the Academic Standards Committee Appeals Chair, the Executive Vice President for Academic Affairs, and the course instructor. There is a fifteen day statute of limitations to initiate contact with the Academic Standards Committee on all student academic appeal issues. This statute of limitations period begins on the first day of the next full semester (Fall or Spring) following the post date of the disputed grade. Exceptions to this statute of limitations may be made on a case by case basis. This decision will be made by the appeals chair.
2. Before the appeal process begins the 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. The appeals chair will verify that these discussions have taken place or facilitate them.
3. When a complaint is not resolved to the student's satisfaction, (s)he 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 and Enrollment Services.
4. Decisions of the Academic Standards Committee may be appealed by the student to the Executive Vice President for Academic Affairs. The decision by the Executive Vice President for Academic Affairs will be final.

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 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.

GENESEE COMMUNITY COLLEGE STUDENT CODE OF CONDUCT

<https://www.genesee.edu/assets/file/policies/GCC-Student-Code-of-Conduct.pdf>

-See Appendix in hard copy-

GCC STUDENT BILL OF RIGHTS

<https://www.genesee.edu/assets/file/policies/POL1021.1.Sexual-Violence.pdf>

**SECOND SECTION:
PTA PROGRAM CURRICULUM**

**GENESEE COMMUNITY
COLLEGE
STATE UNIVERSITY OF NEW YORK**

2022

PTA COURSE SEQUENCE

PTA Technical Spine

1ST YEAR COURSE SEQUENCE

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

Fall - Semester 1 and Lab

PTA 101 Interventions - (5 credits)

C. Caputi, Instructor

BIO 152 - Anatomy and Physiology (4 credits)

PTA 106 – Introduction to Physical Therapy

C. Caputi, Instructor (2 credits)

Major Topics Covered

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

Spring - Semester 2

PTA 102 Interventions and Lab - (5 credits)

C. Caputi, Instructor

PTA 110 Kinesiology and Lab -(3 credits)

J. Love and C. Caputi, Instructors

BIO 153 - 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) (3 credit) end of
May to mid-June

or

end of July to mid-August

2ND YEAR COURSE SEQUENCE

<u>Semester 3</u>	<u>Clinic 2</u>	<u>Semester 4</u>	<u>Clinic 3</u>	<u>GRADUATION</u>
FALL		5 Weeks	SPRING	May - June

Fall - Semester 3

PTA 202 Applied Neurology - (3 credits)
J. Love, Instructor

Topics Covered

- Basic neuroanatomy and neurophysiology
- Disorders of human nervous system
- Therapeutic rationale for PT treatments for abnormal neurological conditions

PTA 203 PTA Interventions and Lab -(5 credits)
J. Love, Instructor

- Principles of Pain Control
- Electric Stimulation
- PT for wound care and burn therapy
- Cardiopulmonary rehabilitation

Christmas Break

PTA 222, Clinic 2, is 5 weeks full-time - (4 credits) end of
December to end of January

Spring - Semester 4

PTA 208 Interventions and Lab -(5 credits)
J. Love, Instructor

- Advanced Therapeutic technique for treating neurologically impaired patients

PTA 223, Clinic 3, is 6 weeks full-time May
to June (5 credits)

PTA COURSE PLANNING WORKSHEETS

Physical Therapist Assistant Semester Course Planning Worksheet

<u>SUGGESTED FIRST SEMESTER</u>	<u>CREDITS</u>	<u>PREREQUISITES</u>
____ PTA 101* - Physical Therapy Interventions 1	5	
____ BIO 152 - Anatomy & Physiology	4	BIOLOGY
____ HUS 250 - Intro to Developmental Disabilities	3	
____ MAT 121 - Technical Math 1	3	
____ PTA 106* - Introduction to Physical Therapy	<u>2</u>	
	17	MATH
 <u>SUGGESTED SECOND SEMESTER</u>	 <u>CREDITS</u>	
____ PTA 102* - Physical Therapy Interventions 2	5	
____ PTA 110* - Kinesiology	3	
____ BIO 153 - Anatomy & Physiology 2	4	CHEMISTRY/PHYSICS
____ ENG 101 - College Composition	<u>3</u>	
	15	
 <u>SUMMER SESSION</u>		
____ PTA 121* - CLINIC 1 (4 weeks - June <u>OR</u> August)	<u>3</u>	
	3	
 <u>SUGGESTED THIRD SEMESTER</u>	 <u>CREDITS</u>	
____ PTA 203* - Physical Therapy Interventions 3	5	
____ HUS 124 – Gerontology	3	
____ ENG 102 - Composition in the Natural & Social Sciences	3	
____ PSY 101 - General Psychology	3	
____ PTA 202* - Applied Neurology	<u>3</u>	
	17	
 <u>SUGGESTED FOURTH SEMESTER</u>	 <u>CREDITS</u>	
____ PTA 222* - CLINIC 2 (5 weeks)	4	
____ PTA 208* - Physical Therapy Interventions 4	5	
____ PTA 223* - CLINIC 3 (6 weeks)	<u>5</u>	
	14	

NOTE: *Technical education courses requiring PTA program acceptance as a prerequisite

TOTAL = 66 CREDITS

CATALOG DESCRIPTIONS OF TECHNICAL EDUCATION PTA COURSES

PTA 101 - Physical Therapy Interventions 1

3 credits

Introduces medical terminology, common pathologies, abbreviations, and documentation pertinent to the role of the physical therapist assistant. Develops skills for fundamental physical therapy treatments. Includes draping and positioning of patients, transferring and lifting of patients, palpation of anatomical landmarks, goniometry, massage, gait training with assistive devices, and utilization of selected thermal agents. Prerequisite: Acceptance into the PTA program.

Corequisites: PTA 106 and PTA LB1.

PTALB1 – Lab for PTA101

2 credits

PTA LB1 is the application of didactic instruction for PTA101 and a required co-requisite. Skills and performance in PTA LB1 are assessed as a component of PTA 101 and therefore, must be successfully completed in addition to all the requirements for PTA 101. Co-requisites: PTA101 and PTA106

PTA 102 - Physical Therapy Interventions 2

3 credits

Acquires cognitive and psychomotor skills in orthopedics, therapeutic exercises, vital signs, infection control practices, traction, intermittent compression, ultrasound and hydrotherapy. Integrates knowledge of clinically relevant pathological conditions into treatment of orthopedic patients with co-morbidities. Prerequisites: BIO 152, PTA101, PTALB1 and PTA 106 each with a grade of 'C' or higher. Corequisite: PTA LB2.

PTALB2 – Lab for PTA102

2 credits

PTA LB2 is the application of didactic instruction for PTA102 and a required co-requisite. Skills and performance in PTA LB2 are assessed as a component of PTA 102 and therefore, must be successfully completed in addition to all the requirements for PTA 102. Co-requisite: PTA 102

PTA 106 – Introduction to Physical Therapy

2 credits

Introduces students to the field of physical therapy and the role of the Physical Therapist Assistant (PTA). Explores interpersonal skills and professionalism relevant to the health care environment. Addresses interactions between PTA and patients, therapists, and other health care team members. Advances concepts of social and cultural competency, confidentiality, HIPAA, and professional responsibilities. Addresses state laws and professional therapy association positions and their integration into clinical policies and procedures. Covers computer literacy, on-line medical research, effective study skills, and continuing professional development. Prerequisite: Acceptance into the PTA program. Co-requisites: PTA 101 and PTALB1.

PTA 110 - Kinesiology

2 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. Prerequisite: BIO 152 with a grade of 'C' or higher. Corequisite: PTALB3.

PTALB3 – Lab for Kinesiology

1 credit

PTALB3 is the application of didactic instruction for PTA110 and a required co-requisite. Skills and performance in PTALB3 are assessed as a component of PTA110 and therefore, must be successfully completed in addition to all the requirements for PTA110. Co-requisite: PTA110

PTA 121 – Clinical Experience 1

3 credits

The student will apply physical therapy procedures to patients, under the supervision of a licensed physical therapist or physical therapist assistant, at a physical therapy clinical affiliation site.

Emphasis is placed on safe, professional, ethical, and competent treatment implementation and patient interactions. Students will develop personal communication skills and take an active role and responsibility for their professional development. Prerequisites: PTA 102, PTALB2, PTA 110, PTA LB3 and BIO 153 each with a grade of "C" or better. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

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: BIO152. Corequisite: PTA203 and PTALB4.

PTA 203 – Physical Therapy Interventions 3

3 credits

Explores principles of pain control, electrically induced exercise and cardiopulmonary rehabilitation. Develops treatment skills in clinical electrotherapy, ultrasound, ultraviolet radiation, chest physical therapy, and cardiac rehabilitation. Integrates knowledge of clinically relevant pathological conditions into treatment of cardiopulmonary patients with co-morbidities. Prerequisites: PTA102, PTALB2 and BIO 153 with grade of "C" or higher. Corequisites: PTA202 and PTALB4.

PTALB4 – Lab for PTA203

2 credits

PTA LB4 is the application of didactic instruction for PTA203 and a required co-requisite. Skills and performance in PTA LB4 are assessed as a component of PTA 203 and therefore, must be successfully completed in addition to all the requirements for PTA 203. Co-requisite: PTA 202 and PTA 203

PTA 208 - Physical Therapy Interventions 4

3 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. Integrates knowledge of clinically relevant pathological conditions into treatment of neurological patients with co-morbidities. Prerequisite: PTA203 and PTALB4 with a grade of "C" or better. Corequisite: PTALB5.

PTALB5 – Lab for PTA208

2 credits

PTALB5 is the application of didactic instruction for PTA208 and a required co-requisite. Skills and performance in PTALB5 are assessed as a component of PTA208 and therefore, must be successfully completed in addition to all the requirements for PTA208. Co-requisite: PTA208.

PTA 222 – Clinical Experience 2

4 credits

The student will apply physical therapy procedures to patients under the supervision of a licensed physical therapist or physical therapist assistant at a physical therapy clinical affiliation site. The student will be expected to expand on the skills developed during their first clinical experience.

Emphasis is placed on safe, professional, and competent treatment implementation and patient interactions. Students will continue to develop personal communication skills and are responsible for continued professional development. Prerequisite: PTA 121, PTA 202, PTA 203, and PTALB4 each with a grade of 'C' or higher. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

PTA 223 – Clinical Experience 3

5 credits

The student will apply physical therapy assessments and interventions to patients / clients under the supervision of a licensed physical therapist or physical therapist assistant at a physical therapy clinical affiliation site. The student will be expected to expand on the skills developed during their first two clinical experience and didactic instruction.

Emphasis is placed on reaching entry-level performance in preparation for entrance into the work force. The student will educate clinic staff through a professional in-service on a topic appropriate for the clinical setting. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

CURRICULUM LEARNING OUTCOMES

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

PTA 101 Physical Therapy Interventions 1:

Upon successful 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. Interpret correctly at least 75 abbreviations used in medical records.
3. Produce accurate medical documentation in various formats commonly utilized in current practice, which may include proper formatting, appropriate detailed content, and utilization of proper terminology.
4. Practice effective strategies in defensive documentation utilizing key principles related to this technique.
5. Describe the benefits and risks associated with Electronic Medical Records (EMR) technology.
6. Document physical therapy (PT) interventions accurately utilizing the Subjective/Objective/Assessment/Plan (S.O.A.P.) format.
7. Demonstrate proper techniques in patient handling, which may include transfers, lifts, positioning, and wheelchair management.
8. Perform a variety of measurements, including goniometric, limb length, and girth measurements.
9. Interpret a variety of measurements, including goniometric, limb length, and girth measurements, for the purposes of implementing appropriate PT interventions.
10. Describe normal joint range of motion involving normal and abnormal end feels and motion quality.
11. Discuss causes with associated impacts of at least 30 common pathologies encountered in physical therapy.
12. Instruct surrogate patients in safe ambulation with appropriate assistive devices at all levels of assistance.
13. Demonstrate proper application of therapeutic modalities, which may include thermal agents and massage.
14. Identify indications and contraindications for the use of massage in various physical therapy settings.
15. Identify indications and contraindications to the use of heat as a PT modality.
16. Describe methods of heat exchange and related physiological effects.
17. Describe electrical safety issues which might occur in a PT practice and associated best practices to ensure patient safety.
18. Identify indications and contraindications to the use of cryotherapy as a PT modality.
19. Describe physiologic effects of cold when used as a PT modality.

PTALB1 Lab for PTA 101:

Upon the successful completion of this course, a student will be able to: Refer to PTA 101 Course Learning Outcomes.

PTA 102 Physical Therapy Interventions 2:

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

1. Demonstrate the proper application of a variety of protective measures (sterile techniques, universal precautions, isolation procedures).
2. Explain the methods of transmission and impact on health care of various diseases, such as HIV; Hepatitis A, B, and C; TB.
3. Assess and document correctly vital signs and associated healthcare data, such as heart rate, respiratory rate, blood pressure, various arterial pulses, cyanosis, and absent or diminished sensation.
4. Describe how various factors affect vital signs (age, gender, physical activity, disease conditions).
5. Explain factors leading to the occurrence of pressure ulcers and their management.
6. Assess a patient's condition for characteristics of edema by applying anthropometric methods.
7. Engage in effective edema management techniques, which may include use of compression wraps, intermittent compression, patient education or body positioning.
8. Describe basic principles of wound care, which may include identification of viable tissue, abnormal integumentary changes, and wound measurement.
9. Discuss 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).
10. Conduct a safe and effective ultrasound treatment, incorporating patient feedback into the procedure.
11. Explain why aquatic physical therapy might be beneficial when used as an adjunct to therapeutic exercise in PT treatment.
12. Discuss the ways in which therapeutic exercise might be used in various domains of exercise (endurance, strength, range of motion, balance).
13. Design exercise programs that address balance, coordination, endurance, strength or range of motion deficits.
14. Review a variety of medical documents (therapy reports, medical records, lab values, and diagnostic tests) prior to implementing a physical therapy plan of care, using evidence-based resources to support clinical decision making.
15. Demonstrate proper technique in manual muscle testing.
16. Identify appropriate exercises based on a manual muscle test grade.
17. Identify the differences among acute, chronic and referred pain, and describe the various pain assessment tools which are available.
18. Discuss in writing the 3 phases of healing for connective tissue injuries.
19. Identify postural alignment deficiencies in standing and sitting while assessing a surrogate patient's posture.
20. Describe the three phases of tissue healing.
21. Describe common pathologies associated with appendicular and axial skeleton.
22. Demonstrate skill in mechanical traction of the cervical and lumbar spine.
23. Discuss the fundamental principles underlying the practice of peripheral joint mobilization, which may include the convex-concave rule, spin, roll and glide, distraction, types of mobilization, indications and contraindications.
24. Prepare a presentation addressing a current orthopedic topic utilizing health care literature.
25. Provide sound, physiological rationale for modification of treatment sessions to produce optimal results with orthopedic patients who have secondary diagnoses involving the metabolic, endocrine, gastrointestinal and multi-system involvement.

PTALB2 Lab for PTA 102:

Upon the successful completion of this course, a student will be able to: Refer to PTA 102 Course Learning Outcomes.

PTA 106 Introduction to Physical Therapy

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

1. Communicate effectively (in writing, verbally, or non-verbally) with patients and other stakeholders.
2. Discuss examples of patient interactions which may be impacted by cultural or socioeconomic differences.
3. Reflect on personal development of metacognition strategies (good study habits, time and stress management techniques).
4. Discuss ways in which patient and family interactions are affected in a variety of areas (geriatrics, pediatrics, and while working with patients with disabilities).
5. Access current health care literature via electronic sources (Internet and on-line journals) as well as hard copy resources.
6. Explain the PTA's role acting in various supervisory contexts in various settings (acute care, SNF, home care and pediatric) as per the NYS Practice Act.
7. Discuss national, state and district American Physical Therapy Association (APTA) organization and its role in the oversight of the physical therapy profession.
8. Identify the multidisciplinary team concept and describe its importance in health care today.
9. Utilize the on-line APTA resources for professional development purposes, such as the identification of preferred PT / PTA relationships or practices in various healthcare settings.
10. Implement a decision making model to determine appropriate actions in addressing simulated or hypothetical ethical dilemmas, consistent with the APTA's Code of Ethics for Physical Therapist Assistants.
11. Identify key principles of reimbursement specific to physical therapy settings (private insurance, managed care, Medicare, Medicaid, and worker's compensation).
12. Utilize the APTA Guide to Physical Therapy practice with proficiency in identifying treatment options within the PTA's scope of practice.
13. Describe the PTA scope of practice as a medical professional, which could include the clinical education process and career opportunities.
14. Assess conditions for reporting cases of abuse or neglect of vulnerable populations.
15. Utilize the International Classification of Functioning, Disability, and Health (ICF) terminology to accurately describe a client's impairments, activity, or participation limitations.
16. Describe various aspects of organizational planning and operation of physical therapy.
17. Identify specified features on APTA Clinical Site Information Forms (CSIF) to gain an improved understanding of the organization of a healthcare facility.

PTA 110 Kinesiology

Upon the successful completion of this course, a student will be able to:

1. Categorize parts of the body (specific bones, joints, and muscles, etc.)
2. Explain different ways of optimizing strengthening during exercise, taking into consideration various muscle strength factors.
3. Identify relevant characteristics (innervation, origin, insertion, primary action, etc.) of at least 80 skeletal muscles throughout the body.
4. Palpate superficial anatomic structures (joint spaces, tendons, muscles, ligaments, arteries, bony prominences, etc.).
5. Explain various mechanical and biomechanical concepts including, but not limited to force, torque, mechanical advantage, Newton's three laws of motion, center of gravity, base of support, stability, force systems (linear, parallel and concurrent), classes of levers, etc.
6. Identify components of normal and abnormal gait utilizing human gait analysis techniques.
7. Describe possible causes of observed human gait deviations.

PTALB3 Lab for Kinesiology:

Upon the successful completion of this course, a student will be able to: Refer to PTA 110 Course Learning Outcomes.

PTA 121 Clinical Experience 1

Upon the successful completion of this course, a student will be able to:

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association for use in evaluating Physical Therapist Assistant student performance in the clinical setting. This evaluation is completed by a Clinical Instructor, serving in the role as clinical faculty. At the conclusion of the course, each student will have achieved, at minimum, "Advanced Beginners" status on the Clinical Performance Instrument (CPI Web) for all of the following 14 criteria:

1. Safety - Performs in a safe manner that minimizes the risk to patient, self, and others
2. Clinical Behaviors - Demonstrates expected clinical behaviors in a professional manner in all situations.
3. Accountability - Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Cultural Competence - Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communication - Communicates in ways that are congruent with situational needs.
6. Self-Assessment and Lifelong Learning - Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Clinical Problem Solving - Demonstrates clinical problem solving.
8. Interventions: Therapeutic Exercise - Performs selected therapeutic exercises in a competent manner.
9. Interventions: Therapeutic Techniques - Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Interventions: Physical Agents and Mechanical Modalities - Applies selected physical agents and mechanical modalities in a competent manner.
11. Interventions: Electrotherapeutic Modalities - Applies selected electrotherapeutic modalities in a competent manner.
12. Interventions: Functional Training and Application of Devices/Equipment - Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Documentation - Produces quality documentation in a timely manner to support the delivery of physical therapy services.
14. Resource Management - Participates in the efficient delivery of physical therapy services.

PTA 202 Applied Neurology

Upon the successful completion of this course, a student will be able to:

1. Label structures in the human nervous system (neuron, spinal cord, brainstem, brain, etc.).
2. Differentiate between structural components of the central nervous system (CNS) and the peripheral nervous system (PNS).
3. Identify relationships among various neurological structures (neuron, glia, spinal cord, brainstem, diencephalon, cerebrum, cerebellum, etc.).
4. Describe the physiological functions of important neurological structures (neuron, glia, spinal cord, brainstem, diencephalon, cerebrum, cerebellum, etc.).
5. Categorize selected neurological pathologies according to sensory or motor dysfunction.
6. Categorize selected neurological pathologies according to CNS or PNS dysfunction.
7. Assess which peripheral nerve is damaged when presented with abnormal clinical signs.
8. Describe abnormal signs and symptoms associated with common neurological pathologies.
9. Integrate academic knowledge with therapeutic treatment for selected neurological conditions based on use of healthcare literature.
10. Demonstrate professional skills in various areas, which may include team work, communication, research or delivering a presentation.

PTA 203 Physical Therapy Interventions 3

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

1. Explain concepts (physiological effects, indications and contraindications) required for effective implementation of various biophysical agents, which could include biofeedback, electrotherapy or light therapy.
2. Implement effective biophysical agent treatments, which could include biofeedback, electrotherapy or light therapy.
3. Administer standardized questionnaires, graphs, behavioral scales or visual analog scales to classify pain.
4. Perform accurate testing for absent or altered skin sensation.
5. Identify conditions, such as specific activities and postures, that can produce altered sensations or skin trauma.
6. Differentiate normal versus abnormal integumentary changes on colored slides/pictures.
7. Measure chest wall excursion accurately during vital capacity.
8. Identify correctly various breathing patterns based on observation of thoracoabdominal movements.
9. Perform pulmonary assessment techniques, such as describing cough and sputum characteristics.
10. Perform pulmonary rehabilitation skills, which could also include patient education in breathing and coughing techniques.
11. Perform various lung hygiene techniques, such as postural drainage and percussion procedures using a tilt table.
12. Develop a fitness plan based on an individual's current level of physical fitness (aerobic conditioning, % body fat, flexibility, strength) to teach the individual how to improve his/her level of fitness.
13. Provide individuals with effective support skills associated with the phases of cardiac rehabilitation, which must minimally include safety considerations during therapeutic exercise programs.
14. Adjust physical therapy interventions within the plan of care in response to changes in the patient's status, using professional resources to support clinical decisions.
15. Describe the physiological rationale for modification of treatment to produce optimal results with cardiopulmonary patients who have comorbidities involving the metabolic, endocrine and gastrointestinal systems.

PTALB4 Lab for PTA203:

Upon the successful completion of this course, a student will be able to: Refer to PTA 203 Course Learning Outcomes.

PTA 208 Physical Therapy Interventions 4

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

1. Move an individual physically through the developmental sequence using good handling skills, which must include body alignment, facilitation of weight shifting, adjustment of assistance and effective hand placement.
2. Apply motor learning training strategies to individuals who are in one of the various phases of learning a motor task.
3. Perform a progression (stability, controlled mobility, skill) of mat activities in a developmental position on an individual who has spinal cord injury.
4. Apply neurological therapeutic techniques in working towards a functional goal with an individual who had a stroke.
5. Teach activities of daily living (ADL) skills, such as functional training in transfers, locomotion and prosthetic/orthotic devices, to an individual with neurological dysfunction.
6. Identify synergistic movement patterns that are accompanied by changes in muscle tone, in an individual who has neurological dysfunction.
7. Identify changes in the state of arousal, mentation and cognition in a person with neurological dysfunction.
8. Sequence in proper order the neurodevelopmental milestones humans attain during development of motor skills.
9. List safety hazards that could occur in various settings, such as the home, community or work environments.
10. List architectural barriers that could occur in various settings, such as the home, community or work environments.
11. Collect data for discharge planning using a variety of environmental assessment forms.
12. Describe an individual's level of functioning using International Classification of Functioning (ICF) terminology.
13. Adjust the level of difficulty of the motor activities based on performance feedback from an individual who has neurological dysfunction.
14. Describe the physiological rationale for modification of treatment to produce optimal results with neurological patients who have comorbidities involving the metabolic, endocrine or gastrointestinal systems.

PTALB5 Lab for PTA208:

Upon successful completion of this course, the student will be able to: Refer to PTA208 CSLO's

PTA 222 Clinical Experience 2

Upon the successful completion of this course, a student will be able to:

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association for use in evaluating Physical Therapist Assistant student performance in the clinical setting. This evaluation is completed by a Clinical Instructor, serving in the role as clinical faculty. At the conclusion of the course, each student will have achieved, at minimum, "Intermediate" status on the Clinical Performance Instrument (CPI Web) for all of the following 14 criteria:

1. Safety - Performs in a safe manner that minimizes the risk to patient, self, and others
2. Clinical Behaviors - Demonstrates expected clinical behaviors in a professional manner in all situations.
3. Accountability - Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Cultural Competence - Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communication - Communicates in ways that are congruent with situational needs.
6. Self-Assessment and Lifelong Learning - Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Clinical Problem Solving - Demonstrates clinical problem solving.
8. Interventions: Therapeutic Exercise - Performs selected therapeutic exercises in a competent manner.
9. Interventions: Therapeutic Techniques - Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Interventions: Physical Agents and Mechanical Modalities - Applies selected physical agents and mechanical modalities in a competent manner.
11. Interventions: Electrotherapeutic Modalities - Applies selected electrotherapeutic modalities in a competent manner.
12. Interventions: Functional Training and Application of Devices/Equipment - Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Documentation - Produces quality documentation in a timely manner to support the delivery of physical therapy services.
14. Resource Management - Participates in the efficient delivery of physical therapy services.

PTA 223 Clinical Experience 3

Upon the successful completion of this course, a student will be able to:

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association for use in evaluating Physical Therapist Assistant student performance in the clinical setting. This tool is completed by a Clinical Instructor, serving in the role as clinical faculty. At the conclusion of the course, each student will have achieved, "Entry Level" status on the Clinical Performance Instrument (CPI Web) for at least 11 of the following criteria (minimum score on the remaining criteria must be at least Advanced Intermediate):

1. Safety - Performs in a safe manner that minimizes the risk to patient, self, and others
2. Clinical Behaviors - Demonstrates expected clinical behaviors in a professional manner in all situations.
3. Accountability - Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Cultural Competence - Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communication - Communicates in ways that are congruent with situational needs.
6. Self-Assessment and Lifelong Learning - Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Clinical Problem Solving - Demonstrates clinical problem solving.
8. Interventions: Therapeutic Exercise - Performs selected therapeutic exercises in a competent manner.
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10. Interventions: Physical Agents and Mechanical Modalities - Applies selected physical agents and mechanical modalities in a competent manner.
11. Interventions: Electrotherapeutic Modalities - Applies selected electrotherapeutic modalities in a competent manner.
12. Interventions: Functional Training and Application of Devices/Equipment - Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Documentation - Produces quality documentation in a timely manner to support the delivery of physical therapy services.
14. Resource Management - Participates in the efficient delivery of physical therapy services.

STUDENT CONSENT FORM

Genesee Community College Physical Therapist Assistant Program Student Agreement Form

I have accessed the electronic document, *Academic Handbook for PTA Students*, and carefully read the Student Responsibilities section. I have 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 and am aware of the PTA Program Policies, including that a criminal background check, drug testing and/or fingerprinting may be required prior to beginning my clinical internship assignment(s)."

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 instructor. **There is inherent risk in any physical activity and human subject participation. By signing below, you acknowledge this risk and voluntarily agree to participate in all such activities.
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 instructor 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, complete an exit interview with the Program Director.

Student's Signature _____ Date _____

Student's Printed Name _____