

PHYSICAL THERAPIST ASSISTANT PROGRAM: STUDENT HANDBOOK





Harper College®

Physical Therapist Assistant Program

2024-2025

Student Handbook

Updated: April 2024

Rita Gura, PT, DPT

Program Director and Associate Professor

Megan Dillon, PT, DPT NCS

Academic Coordinator of Clinical Education and Assistant Professor

William Rainey Harper College

Health Careers Division

1200 W. Algonquin

Palatine, IL 60067

The Physical Therapist Assistant Program at Harper College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program directly please call 847.925.6861 or email rgura@harpercollege.edu.



Harper College®

PHYSICAL THERAPIST ASSISTANT PROGRAM HANDBOOK

TABLE OF CONTENTS

Contents

Welcome.....4
Mission Statements.....5
PTA Program Contacts:.....6
Introduction8
Admission Requirements:8
Functional Abilities for all Career Programs Effective Fall 2009.10
Ethics11
Physical Therapist Assistant Behavioral Expectations:.....12
Part-time Work Policy.....13
Maintaining Good Personal Health &14
Presenting a Good Appearance14
Laboratory Policies and Rules.....15
General Policies.....16
For “Cause” Drug Screening17
Harper College Academic Honesty Policy18
Program Guidelines18
Admission and Re-Admission Requirements21
Admission Procedures21
Student Withdrawal and Failures21
Re-Admission Requests21
Education Requirements.....23
PTA Program Grading Structure:23
Didactic Course Grades23
PTA Clinical Experience Grading Structure:23
Remediation of lab practicals24
Psychomotor Skills Validation26
Selected Performance Skills27
Psychomotor Skill Performance Sign Off Sheet29
PTA Faculty Job Roles and Responsibilities31
The Role of The Program Director (PD)31
Clinical Education Overview34
Clinical Experience Requirements34
Satisfactory Completion of Clinical Experiences36
Clinical Experiences Outline38
Procedures for Health Clearance for PTA Students39
Policies/Procedures for Clinical Affiliations41
Uniform Policy42
Reporting Incidents at Clinical Sites45
Clinical Education Assessment46
PHYSICAL THERAPIST ASSISTANT PROGRAM ACKNOWLEDGEMENT FORM.....48

Welcome

Welcome to the Physical Therapist Assistant Program at Harper College! For many of you this is the first step in achieving your dream of becoming a physical therapist assistant. As you know, the physical therapy profession and the demand for physical therapist assistants continues to grow. The physical therapist assistant is an integral part of the health care system involved in hands on patient care.

The Physical Therapist Assistant Program at Harper College is designed to prepare you to assist the physical therapist in a variety of health care facilities. Training will include the development of physical therapist assistant skills through class work, laboratory demonstration, student practice and clinical experience.

We are here to help you. If you have questions about the course material or procedures, please email or talk with your instructor or coordinator. If you have problems which interfere with your attendance or course work, please talk with your instructor.

Delivering health care is a very special career; you can take pride in being part of a dedicated group of individuals who help people and make our community a better place in which to live.

Congratulations on taking the first step to becoming a PHYSICAL THERAPIST ASSISTANT.

Dr. Rita Gura PT, DPT

Dr. Rita Gura PT, DPT
Coordinator, Physical Therapist Assistant Program
Coordinator, Interprofessional Education Program
Associate Professor

Mission Statements

Harper College Mission Statement

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

Physical Therapist Assistant Mission Statement:

The Physical Therapist Assistant program will prepare diverse, active learners to serve their communities by enhancing quality of life as entry-level physical therapist assistants through quality instruction in a supportive environment.

Physical Therapist Assistant Program Goals:

Upon graduation from Harper College's PTA Program, the graduate should:

1. function proficiently as an entry-level physical therapist assistant under the supervision of a licensed physical therapist.
2. be gainfully employed as a PTA within a year of graduation.
3. continue professional and personal development for ongoing improvement of skills and service delivery as a physical therapist assistant

The faculty of Harper College's Physical Therapist Assistant Program should:

1. foster a work environment that encourages student learning, demonstrates creativity and uniqueness, and embraces diversity.
2. utilize the resources available at the college to improve their understanding of the community college, the diversity of the student body, and curriculum development.
3. engage in instructional service, community service, institutional service, and professional development programming.

The Physical Therapist Assistant Program should:

1. develop graduates who demonstrate entry-level skills.
2. engage in community outreach programs that promote the profession of physical therapy and enhance the well-being of the community

PTA Program Contacts:

Program Director:

Rita Gura PT, DPT
Office: X242
Phone: 847-925-6861
E-mail: rgura@harpercollege.edu

Lab Assistant:

James Tokarz PTA, BS Exercise Science
Lab Assistant
Email: tj28361@harpercollege.edu

Academic Coordinator of Clinical Education:

Megan Dillon PT, DPT
Neurological Clinical Specialist
Assistant Professor
Office: X241
Phone: 847-925-6096
E-mail: mdillon@harpercollege.edu

Faculty:

Stephanie Boyle PT, DPT
Adjunct Instructor
Cardiopulmonary for the PTA
E-mail: bs24951@harpercollege.edu

Candice Meza PT, DPT
Orthopedic Clinical Specialist
Adjunct Instructor
Pathophysiology
E-mail: mc01220@harpercollege.edu

Jennifer Morgan PT, DPT
Adjunct Instructor
Intervention Fundamentals
E-mail: mj10600@harpercollege.edu

Scott Tagawa PTA, M.Ed.
Adjunct Instructor
Therapeutic Modalities
Email: stagawa@harpercollege.edu

CURRICULUM SEQUENCE**Associate in Applied Science A.A.S.**

PREREQUISITES:;A grade of C or better in all BIO, ENG and HSC coursework is required for all students.		Credits
BIO160 ¹	HUMAN ANATOMY	4
ENG101	COMPOSITION	3
HSC112	MEDICAL TERMINOLOGY	2
Mathematics [AAS General Education elective] ²		3
SPE101	FUNDAMENTALS OF SPEECH COMMUNICATION	3
SUMMER SESSION: A grade of C or better in all PTA coursework in all BIO, HSC and PTA coursework is required for all students.		
PTA111	KINESIOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT	3
PSY101	INTRODUCTION TO PSYCHOLOGY	3
FALL SEMESTER:;A grade of C or better in all BIO, HSC and PTA coursework is required for all students.		
BIO161 ¹	HUMAN PHYSIOLOGY	4
PTA101	INTRODUCTION TO PHYSICAL THERAPIST ASSISTANT	2
PTA105	ORTHOPEDICS FOR THE PHYSICAL THERAPIST ASSISTANT	4
PTA120	THERAPUETIC EXERCISE FOR PTA I	1
PTA140	INTERVENTION FUNDAMENTALS	1
SPRING SEMESTER:;A grade of C or better in all PTA coursework is required for all students.		
PTA115	MANUAL TECHNIQUES FOR THE PHYSICAL THERAPIST ASSISTANT	2
PTA160	PATHOPHYSIOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT	2
PTA201	CARDIOPULMONARY AND INTEGUMENTARY FOR THE PHYSICAL THERAPIST ASSISTANT	4
PTA205	THERAPEUTIC MODALITIES	2
PTA210	NEUROLOGY FOR THE PHYSICAL THERAPIST ASSISTANT	4
SUMMER SESSION:;A grade of C or better in all PTA coursework is required for all students.		
PTA130	PHYSICAL THERAPIST ASSISTANT CLINICAL EXPERIENCE I	2
PTA215	ADVANCED INTERVENTIONS	2
PTA220	THERAPEUTIC EXERCISE FOR PTA II	1
FALL SEMESTER:;A grade of C or better in all PTA coursework is required for all students.		
PTA230	PHYSICAL THERAPIST ASSISTANT CLINICAL EXPERIENCE II	4
PTA208	SPECIAL POPULATIONS FOR THE PHYSICAL THERAPIST ASSISTANT	1
PTA225	PHYSICAL THERAPIST ASSISTANT PROFESSIONAL SEMINAR	1
PTA235	PHYSICAL THERAPIST ASSISTANT CLINICAL EXPERIENCE III	7
SOC101 +	INTRODUCTION TO SOCIOLOGY	3
Total Credits		68

¹Must be completed no earlier than five years prior to beginning the PTA program. Time requirement may be waived for direct patient care providers with a minimum of a two-year allied health degree.

²MTH 103 is recommended for students planning to complete a PTA to DPT bridge program in the future. MTH 101 or higher with a grade of C or better may be substituted.

+This course meets the World Culture and Diversity graduation requirement.

HARPER COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Introduction

The 68 credit-hour Physical Therapist Assistant degree program prepares the graduate to provide physical therapy services under the direction and supervision of a licensed physical therapist, treating patients of all ages who present with various medical conditions that limit their ability to move and perform functional activities in their daily lives. Upon successful completion of the program, students will be eligible to take the National Physical Therapist Examination (NPTE) for licensure as a physical therapist assistant (PTA).

Because of the nature of the clinical experiences and individualized instruction required in this program and specialized technology and equipment necessary to offer this program, a higher tuition rate is assessed for career-specific courses including courses with the PTA prefix. Tuition for the courses in this program is 200 percent of the standard tuition rate.

Admission Requirements:

For admission requirements, please contact the Admission Outreach Office at 847.925.6700 or visit harpercollege.edu. Students who apply for this limited enrollment program are obligated to meet current admission requirements and follow program curriculum as defined at the time of acceptance to the program.

Admission requirements include effective and specific communication skills. Students must adhere to the attendance policy and fulfill the objectives of the course.

Successful completion of the Physical Therapist Assistant Program does not necessarily guarantee eligibility for the Health Care Worker Registry. An individual who applies may be denied for the following reasons:

- Conviction for a criminal offense in a state or federal court (other than minor traffic violations). Criminal Background Investigation is required by the Illinois Department of Public Health. The following websites will be searched. If your name appears on any of these sites you will not be allowed to continue in the course.
 - Illinois Sex Offender Registry
 - Department of Corrections Sex Offender Search Engine
 - Department of Corrections Inmate Search Engine
 - Department of Corrections wanted Fugitives Search Engine
 - National Sex Offender Registry
 - Health & Human Services Office of Inspector General website
- Physical impairment or disability that could interfere with the ability to work as a nursing assistant.

- Addiction or excessive use of alcohol, narcotics, barbiturates or other habit forming drugs.
- Present or past diagnosis and treatment for chronic physical or mental/emotional illness, including substance abuse.
- Not having a valid Social Security card or the ineligibility to work in the United States.

Students who have reason to believe that they may be denied registration on the Health Care Worker Registry should contact the following:

Illinois Department of Public Health
Health Care Worker Registry
525 West Jefferson Street
Springfield, IL 62761
217.785.5133
www.idph.state.il.us

Students must follow Illinois Department of Public Health Code and Illinois Home Care Act regulations which pertain to Nursing Assistant Training and registration.

Evaluation of academic and clinical progress will be discussed when necessary, at mid-term and at the completion of the program. Students are encouraged to discuss any problems that arise within the course with the instructors as soon as they occur. It is the responsibility of the student to have skill checks completed and returned to the instructor at the completion of the program.

Functional Abilities for all Career Programs Effective Fall 2009.

The student must be able to:

Motor Capability

1. Move from room to room and maneuver in small spaces.
2. Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs.
3. Lift and carry up to 50 lbs., and exert up to 100 lbs. force or push/pull.
4. Use hands repetitively; use manual dexterity; sufficient fine motor function.
5. Must be able to walk and stand for extended periods of time.
6. Perform CPR.
7. **Travel to and from academic and clinical sites.**

Sensory Capability

1. Coordinate verbal and manual instruction.
2. Auditory ability sufficient to hear verbal communication from clients and members of the health team; includes ability to respond to emergency signals.
3. Discern soft sounds, such as those associated with taking a blood pressure.
4. Visual acuity to acquire information from documents such as charts.
5. Comfortable working in close physical proximity to patient.

Communication Ability

1. Communicate effectively in English with patients, families, and other health care providers, both verbally and in writing.
2. Effectively adapt communication for intended audience.
3. Interact; establish rapport with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
4. Assume the role of a health care team member.
5. Function effectively under supervision.
6. Sufficient command of the English language to retrieve information from lectures, textbooks, as well as understand medical terminology.
7. Skills include computer literacy.

Problem Solving Ability

1. Function effectively under stress.
2. Respond appropriately to emergencies.
3. Adhere to infection control procedures.
4. Demonstrate problem-solving skills in patient care.
5. Use sound judgment and safety precautions.
6. Address problems or questions to the appropriate persons at the appropriate time.
7. Organize and prioritize job tasks.

Behavioral Skills and Professionalism

1. **Follow policies and procedures required by academic and clinical settings.**
2. Adheres to Harper College Academic Honesty Policy (per College catalog).
3. **Adheres to Harper College Code of Conduct (per College catalog).**
4. Abides by the guidelines set forth in the Health Information Portability and Accountability Act (i.e., the national privacy act).

HARPER COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Ethics

The following statements are offered to assist you in identifying acceptable behavior and maintaining high standards of integrity, honor, character and conduct consistent with Harper College Code of Conduct. Be honest, reliable and accept responsibilities.

Know your limitations and legal scope of practice. Do not attempt to do a procedure for which you have not been prepared. When in doubt, ask your instructor.

All patients, regardless of race, creed, sex, age or status deserve the right to the very best care.

Be sincere in your performance of duties and generous in giving services.

Remain calm in emergency situations. When you are not prepared to make a judgment, get assistance quickly and quietly.

If a patient confides personal information to you, it is your obligation to resist divulging this information to others as outlined under the “Privacy and Confidentiality under the Health Insurance Portability and Accountability Act of 1996 (HIPAA)” within the guideline book.

Do not give out information about a patient's condition, progress or personal history except to the proper nursing staff. When in doubt, ask your instructor.

Do not discuss a patient's condition, progress or personal history in elevators, dining rooms, or anywhere else that unauthorized persons might overhear your conversation.

Do not discuss your personal experiences, personal problems or ailments with patients.

Do not whisper about the patient outside his door where he may be able to overhear part of your conversation and misconstrue the meaning.

Report your patient's observations to your clinical instructor. Questions regarding patients should be directed to the instructor.

It is your obligation to maintain your own personal health and appearance. If you are ill follow the Attendance Policy listed in this book.

Regardless of your religious background, you must respect the religious belief and practice of your patients. Try to develop harmonious interpersonal relationships with patients, staff, your peers and your instructors to effectively contribute to the team.

Physical Therapist Assistant Behavioral Expectations:

It is expected that all students in this program will demonstrate, at all times, the utmost professionalism and respect. The APTA has created multiple documents that outline the required behaviors of physical therapist assistant students.

Students will read and comply with the APTA's *Standards of Ethical Conduct for the PTA*, APTA's *Guide for Conduct of the Physical Therapist Assistant*, and will demonstrate the behaviors outlined in the APTA's *Values Based Behaviors for the Physical Therapist Assistant*. All students will be required to read and sign off on their promise to abide by these documents during PTA 101 Introduction to PTA.

The Values Based Behaviors identified by the APTA for PTAs are as follows:

- Altruism
- Caring and Compassion
- Continuing Competence
- Duty
- Integrity
- PT/PTA Collaboration
- Social Responsibility

HARPER COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

Privacy and Confidentiality under the Health Insurance Portability and Accountability Act of 1996 (HIPAA)

HIPAA is a broad law dealing with a variety of issues. The aspect of this law that will affect you most as a nursing student is that patients have a right to privacy and confidentiality. It is illegal to release health information to inappropriate parties or to fail to adequately protect health information from release. Protected Health Information includes the patient's name, address, phone number, email and fax addresses, social security number, driver's license number and other identifying information, in addition to information about the patient's diagnosis and condition.

Therefore, under no circumstances should a student ever release or remove confidential patient information outside of the hospital or discuss it with anyone unless it is needed for the treatment of the patient.

Because this is a law, there are civil and criminal consequences if privacy laws are breached.

Some ways that you, as a student, can properly enforce HIPAA are:

- Not discussing patients with inappropriate parties or in inappropriate locations.
- Students should not copy any part of the patient records.
- Any printed report sheets need to be left at the facility.
- All student assignments should have only patient initials, not full names, and should not include room numbers or the name of the facility.
- Any identifying information should be shredded at the clinical setting after use.
- When viewing computer or written charting, be sure that others are unable to read it.
- Do not look up information on patients that you are not caring for.

Part-time Work Policy

Students are expected to use good judgment in selecting working hours. Excessive work demands may jeopardize personal health and ability to succeed in the Physical Therapist Assistant Program curriculum. A work commitment for evening or nights prior to a clinical or early class assignment is strongly discouraged. Please note that during clinical experiences, students are expected to be available for their clinical site from 7am-8pm Monday through Friday, therefore part-time employment may not be possible during the work week.

This policy correlates with the absence policy. Working beyond the limits set herein is viewed as detrimental to satisfactory and successful achievement in the program. When decreased success is observed because of violation of this policy, the student's status in the program will be evaluated in terms of continuance in the program.

HARPER COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

Maintaining Good Personal Health & Presenting a Good Appearance

Accept your responsibilities to yourself and others to keep as healthy as possible. Staying in top physical condition is necessary when working with people. If ill, check with your instructor before coming to clinical.

Understand that keeping in good health requires daily attention to health needs.

Learn what foods are essential to good health. Start the day with a substantial breakfast.

Be sure you drink a minimum of six glasses of water daily.

When you feel well about your appearance, your work and your personal relationships, your whole day is likely to go better because you think well of yourself.

Start the day spotlessly clean, in a well-fitting uniform. If possible, give yourself the full-length mirror test before reporting for work. Be sure the name tag is in place and a small notebook and pen are in your pocket. Watches with a second hand, lab coat and gait belt are required attire.

Check the way you stand and how you walk and practice good body mechanics.

Obtain enough sleep and rest daily to function and feel at peak performance.

Bathe and use deodorant daily for health and social reasons. Give attention to face care.

Make-up should be used moderately and in good taste. Heavy eye make-up is not appropriate in uniform. No cologne or after-shave lotion.

Jewelry is limited to a wedding and/or engagement ring, and one pair of stud earrings. Necklaces, hoop or dangling earrings, and/or facial or tongue piercing are not permitted. Tattoos must not be visible.

Form good habits for daily mouth care. Brush at least twice daily especially after eating. Use a mouthwash. Mouth deodorizer a must for smokers.

Shampoo your hair regularly, keeping it free from odor. Arrange neatly and in good taste, off your uniform collar, using appropriate pins. Do not use hair ornaments to arrange hair. Male students should be clean-shaven or neatly trim their beards.

Keep hands clean, chap-free and smooth with nails shapely, clean and short in length, clear nail polish only permitted. Artificial nails are not permitted.

PHYSICAL THERAPIST ASSISTANT PROGRAM

Laboratory Policies and Rules

For safe active learning to take place the following policies and rules regarding the lab have been established and must be observed by all.

Attendance: Attendance is expected at all labs. If you are unable to attend lab, it is expected that you will make up your lab hours during open lab. This time must be documented by a faculty member

Lab Use: All students using the lab for skills practice must be under the direct supervision of a qualified Harper Instructor. To assist, each faculty member or lab supervisor will post open lab hours each semester in addition to office hours.

Coat and Student Belongings are not to be placed on the lab beds or in the sink area. Coats are to be kept with the student or hung on the coat racks on the wall of the lab. Other student belongings are to be kept with the student or left at the student's desk/table area.

Lab Clothing: During lab sessions, it is required that we can see the body. Therefore, males should be prepared to wear shorts and females should be prepared to wear shorts and a sports bra or tank top that will allow for easy movement.

No Smoking: Harper campuses are a non-smoking environment

Desk/Table Area: All desks, tables and chairs must be returned to the original location after use.

Spills or Wet Areas: All spills or noted wet areas should be wiped up as soon as possible to prevent slippery surfaces

Waste Materials: Discard all waste materials in the appropriate designated trash containers. Check under lab beds and other floor areas for possible waste and discard appropriately before leaving the lab area.

Linens: Return all non-used linens to the linen cabinet. Place all used/soiled linens in the appropriate laundry bags. Do not use linens that have been previously discarded in the laundry bags.

Lab Equipment: Return all equipment to the appropriate designated storage location. Notify lab supervisors of any malfunctioning equipment as soon as problems are noted. Check all electrical cords for fraying or loose plugs before inserting into sockets.

Student Valuables: Harper College and staff members are not responsible for purses or other valuables left in the lab. It is highly suggested that all valuables not be brought into the lab area while students are practicing lab skills.

Cell Phones: Cell phones are not to be used during lab.

These are basic policies and rules that must be practiced by all. During lab practices, lab instructors may also designate rules to be practiced maintaining the safety level. These rules must also be practiced by all individuals in the program.

HARPER COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

General Policies

Taping Policy

Student may tape lectures only with the specific permission of the instructor. Due to copyright laws, commercially prepared tapes cannot be reproduced.

Visitor Policy

Visitors are not allowed in the physical therapist assistant classes or lab without specific permission of the instructor.

Transportation Policy

Transportation to and from Harper College and cooperating clinical agencies must be the individual student's responsibility.

Overdue Assignment Policy

Assignments are expected to be completed and turned in on time. For this reason, late assignments will not be accepted unless previous approval from course instructor has been received. If a student is ill and the student has notified the course instructor, points will not be deducted.

CPR Policy

CPR Certification is required for clinical sites.

Technology in the classroom

Use of any personal technology tools: computers, cell phones, tablet devices, etc. must be cleared with the instructor and must not be distracting to the student or to the class. Students will be asked to turn the device off, put away, or not bring to class. All cell phones must be silenced during class and put away during testing times.

OPEN LAB POLICY

Students in the program are required to attend open lab an average of 3 hours per week. Students will be responsible for signing in and out of lab using a QR code scan. Please bring your phone to lab to allow for this to be completed. Open lab hours vary from semester to semester but are typically provided between 10-15 hours per week.

For “Cause” Drug Screening

1. If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or laboratory setting, the student will be removed from the educational setting and required to submit to drug screen.
2. If the behavior is noted in the clinical setting, the student will be removed from patient care. Harper College Police Department will be notified and will transport the student to the agency or laboratory with which the College has contracted to perform drug testing required by Career Programs, or to the agency or laboratory specified by the clinical placement agency if its workplace rules so require.
3. If the behavior is noted on campus in either the classroom or laboratory setting, Harper College Police Department will be notified and will transport the student to the contracted agency for drug testing.
4. If the results of the urine drug screening are negative, the student shall meet with the Career Programs Administrator within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the Career Programs Administrator will make a decision regarding return to the clinical, classroom and laboratory setting.
5. If the drug screen is positive, the Career Programs Administrator will withdraw the student from the PTA course. **The student will pay the costs associated with the “for cause” drug screening.** Physical Therapist Assistant Program personnel may, if they deem it appropriate to do so under the circumstances, file a complaint alleging that the student has violated “*Student Code of Conduct*”, as provided in the Harper College Catalog and Student Handbook.
6. The results of a positive drug screening will be reported to the Department of Financial and Professional Regulation.
7. If a student refuses a “for cause” testing, the instructor will remove the student from the clinical, classroom or laboratory setting pending an investigation. Career Programs personnel may, if they deem it appropriate to do so under the circumstances, file a complaint alleging that the student has violated “*Student Code of Conduct*”, as provided in the Harper College Catalog and Student Handbook.
8. A student’s failure to comply with any aspect of the “For Cause” Drug Screening Requirement will result in the student’s dismissal from the Physical Therapist Assistant Program.

Harper College Academic Honesty Policy

Harper College is strongly committed to the promotion of high ethical standards. Such standards can best be accomplished in an environment where honesty and integrity are practiced.

For this reason the College strongly condemns academic dishonesty. Academic dishonesty includes cheating, plagiarism or other improper appropriation of another's work as one's own and falsifying records to advance one's academic standing.

Cheating includes but is not limited to copying answers, stealing and/or disseminating tests or answer keys, using someone else's data in preparation of reports or assignments and assisting others in such practices.

Plagiarism involves the presentation of another person's words, ideas, or work as one's own. It includes but it is not limited to copying any material, (written or non-written) without proper acknowledgement of its source, and paraphrasing another's work or ideas without proper acknowledgement.

Falsifying records includes but is not limited to falsifying or improperly altering College records and documents, or knowingly supplying false or misleading information to others (e.g. the College, other educational institutions or prospective employers).

Any form of academic dishonesty as defined by the faculty member or department is a serious offense warranting disciplinary measures. Discipline for academic dishonesty involving a specific course shall be first determined by the instructor of the course and may include failure of the specific assignment, project or test or failure of the course. The student may appeal the instructor's decision in accordance with the College's Student Academic Complaint Procedures. In cases of academic dishonesty, the faculty-assigned grade supersedes a student-initiated withdrawal. In cases where disciplinary measures beyond course failure may be deemed appropriate or in regards to dishonesty that is not related to a specific course, the student may be disciplined in accordance with the Student Code of Conduct. For more information, please visit the [Student Conduct website](#).

Program Guidelines

Students are expected to do their own original work, except when the physical therapist assistant program faculty directs collaboration on assignments.

Academic dishonesty in the Physical Therapist Assistant Program includes, but is not limited to the following:

- Cheating, or the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means.
- Plagiarizing or borrowing ideas, wording or organization from another source without properly referencing the source.
- Unauthorized collaborations with another in preparing outside work for fulfillment of course requirements.
- Unauthorized entry into test banks, examinations, or obtaining a copy of the examination outside the time and place of test administration or review.
- Submitting papers purchased from a research or term paper service.
- Assisting others with academic dishonesty.
- Sharing the details of an examination or practical with students yet to test.

Students who commit any form of academic dishonesty are subject to disciplinary measures including failure of the assignment, project or test, failure of the course, and/or dismissal from the program.

Hazardous Waste

Waste disposal must be in compliance with Harper's Environmental Management Plan(EMP), Chemical Hygiene Plan(CHP), and all federal, state and local regulations. Information regarding the proper disposal of hazardous waste can be found in Harper College's Environmental Management Plan.

Special Accommodations for Tests

Students who have been diagnosed with disabilities or difficulties that require special accommodations must contact the Access and Disability Services Office, Room I103 or telephone 847-925-6266. Staff in the center will determine the appropriate accommodation and make recommendations to the student. The student must provide the faculty with a copy of these recommendations. This information will be shared with appropriate staff and faculty to ensure an efficient response to the identified student need. The PTA faculty will provide for accommodations recommended by this service.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service. This policy governs the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of the College's programs and activities as specified by federal laws and regulations. It is also the policy of Harper College that no student or employee shall be subjected to sexual

harassment, which is regarded as a form of discrimination. Statutory references which support this practice include, but are not limited to the following:

- The Americans with Disabilities Act (ADA)
- The Illinois Human Rights Act (IHRA)
- Title VII of the Civil Rights Act
- The Vietnam Era Veterans and Veterans Act
- The Cook County Human Rights Ordinance
- The Family Medical Leave Act (FMLA)
- Title VI and Title IX of the Educational Amendments Act
- The Family Education Rights Privacy Act (FERPA)
- The Prevailing Wage Act
- The Freedom of Information Act (FOIA)
- The Gift Ban Act
- The Open Meetings Act
- The Investment of Public Funds Act
- The Tort Immunity Act, and
- The Health Insurance Portability and Accountability Act (HIPAA)

Complaints

Student complaints that are academic in nature must follow the College's Academic complaint process found in the College catalog and handbook. Student complaints that are non-academic in nature must follow the non-academic complaint process found in the college catalog and handbook.

All complaints that fall outside of due process will still follow the same reporting structure. Initially, the complaint or concern should be discussed with the faculty or staff member. If not satisfied, a written complaint should be provided to the program director (or Director of Clinical Education if a clinical site issue) with a resolution you seek. A meeting request may also be made at the time with the program director and/or director of clinical education. A response should be received within 10 school days. If still unsatisfied, you can continue the complaint process in writing to the Dean of Health Careers and ultimately to the Provost whose decision is final.

If the complaint or concern is from a community member or clinical site, the program director's contact information is provided on the PTA website for ease of reporting. The program director will maintain record of any known complaint and/or concern in the shared electronic complaint folder.

Retaliation as a result of any policy or its procedures is not tolerated. Any individual who retaliates against a student or employee for filing a complaint or participating in an investigation or disciplinary process shall also be subject to disciplinary action.

Admission and Re-Admission Requirements

The Harper College Physical Therapist Assistant Program is a limited enrollment program. Admission to the program is competitive and based on objective criteria established by the physical therapist assistant program faculty and advisory board. Admission criteria reflect an annual review of critical data related to student success in the Physical Therapist Assistant Program.

Admission Procedures

Harper College provides equal opportunity in education and does not discriminate on the basis of race, color, religion, national origin, age, marital status, sexual orientation or disability.

Admission policies and specific details for submission of documentation; dates; arranging testing; ranking; and methods of notification are available on the Harper College website, www.harpercollege.edu. Additional information may be secured from the Admission Office 847.925.6707.

Student Withdrawal and Failures

A student must meet a minimum grade of “C” in each course to advance in the curriculum. Student who fail any course in the physical therapist assistant program will be automatically dismissed from the program. Grades lower than “C” constitutes failure in both didactic and clinic/lab courses.

Students should withdraw from physical therapist assistant courses and/or the program only when the probability of attaining a passing grade of “C” is doubtful. The final day for withdrawal is posted on the Harper College website and in the course syllabi. Students should discuss the possibility of withdrawal with their course instructor and then with the program director before making a final decision.

Those on financial assistance should also consult with the Office of Student Financial Assistance to determine the effects of withdrawal on their aide before withdrawal. Failure to consult with the Financial Aid office could be very costly to the student.

Students are expected to have an exit interview with the physical therapist assistant program director to explore the reason(s) for the withdrawal or failure.

Re-Admission Requests

A student previously enrolled in the Harper Physical Therapist Assistant Program will need to re-apply through the Harper College Admissions Department and will require departmental permission for re-admission. Approval for re-admission will be evaluated by the Physical Therapist Assistant faculty on a case-by-case basis. Evidence of remedial course work and validation of clinical practice will be taken into consideration as outlined below. Once a student is dismissed from the program for academic failure, there is no guarantee of re-admission into the physical therapist assistant program. Refer to the Harper College website for physical therapist assistant admission procedures. Two admissions is the maximum permitted.

The student may re-admit in two ways:

1. They may re-apply for the next cohort and re-take all courses in the program as if they were a new student. The student must achieve a high enough score to achieve re-entry. The scoring rubric to be admitted to the program is outlined on the application.
2. The student may re-apply for the next cohort and begin in the semester in which they have failed if they follow the re-admission guidelines listed below to ensure they have retained the necessary information to continue to progress in the program:

- If a student fails any didactic or clinical course throughout the program, they will be required to complete the following prior to re-admit:
 - Complete a comprehensive practical examination for EACH lab course the student had previously successfully completed prior to the failure with a 76% or higher and no missed critical safety elements.
 - Complete a comprehensive written examination assessing retained knowledge from all lecture, lab, and lecture/lab combined courses they had previously successfully completed prior to the failure with a 76% or higher
 - Re-enroll in the course that the student had previously failed and successfully pass the course with a 76% or higher. If the student failed a clinical education course, the student must re-take the clinical education course and achieve the required passing scores based on the clinical education handbook requirements.
- If a student fails more than one PTA course in the first semester, the student must re-apply to program and re-take all courses if they are granted admission based on the scoring rubric outlined on the application.
- If students must withdraw from the program for non-academic reasons, they will follow the same required testing as outlined above prior to re-admit. Re-admits due to non-academic reasons who are successful in passing all required exams will resume in the semester in which they withdrew.
- Students must notify the program director of the re-admit request within 2 weeks of the end of the failure/withdraw semester.
- Students must re-admit in the cohort admitted immediately after their original cohort began. For instance, if you begin in Fall 2024, you must re-admit with the cohort who began in Fall 2025 otherwise, re-admittance will be based on the regular admission process..
- Clinical Education courses will be completed during the timeline of our normal clinical education experiences.

HARPER COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

Education Requirements

The Physical Therapist Assistant Program is a vigorous 5 semester program that includes PTA and general coursework. The courses listed with the prefix of PTA, with the exception of the clinical experiences, have a different grading structure that is utilized for all of our health careers programs.

PTA Program Grading Structure:

92-100%	A
84-91%	B
76%-83%	C
70-75%	D
<70%	F

Courses in the physical therapist assistant program are sequenced. Course work in the physical therapist assistant curriculum is presented in a special sequence and the knowledge and skills are cumulative. It is necessary to complete each course in a sequence before advancing to the next level.

A student must meet a minimum grade of “C” in each course to advance in the curriculum. Students who fail any course in the physical therapist assistant program will be automatically dismissed from the program. Students must also successfully complete all practical examinations with a “C” or higher in order to pass each didactic course. If a student fails a practical examination, they must follow the program’s remediation process. Additionally, students must achieve an average score of 76% or higher on the written examinations (unit exam, written exam, midterm, final) in each course in order to pass each didactic course. See remediation process below for discussion of failure of practical and/or written examinations.

Didactic Course Grades

Students must receive an average score of 76% or better on all exams for the points received on mandatory assignment(s) to be counted toward the overall grade for the PTA course. In other words, in order for the assignments to count towards your final grade, you need to achieve 76% out of the total test points. More specifically, if you don’t achieve 76% average on your exams then you did not achieve the minimum points for the other assignments to count towards your final course grade. The assignment(s) grade will **NOT** be tabulated into the final grade until after the last exam.

PTA Clinical Experience Grading Structure:

Clinical Experiences are Pass/Fail.

The clinical experience grades are determined by the ACCE. A grade of pass or fail will be assigned based on information gathered during the onsite visits, the score on the CPI, feedback received from your clinical instructor (CI) and other documents outlined in your syllabi

The course syllabi outline all of the student outcomes to be achieved by the completion of each clinical experience. In order to achieve a grade of “pass” you must have achieved all of the student outcomes as well as achieved the benchmarks outlined below on the CPI as graded by your CI.

Please note, you must complete each clinical experience with a grade of pass to move on through the program. If you achieve a grade of fail, every effort will be made to identify the issues that cause the fail grade. The ACCE and program director will discuss with the CI and make a determination on what remediation needs to be completed. As the program curriculum is progressive, you will not be able to continue on with the program until after remediation has been successfully completed. PTA courses only run one time per year, therefore, you may not be able to continue with the curriculum until the following year.

Remediation of lab practicals

Remediation may be offered when a student has not fulfilled the requirements set forth in a course syllabus such that the lack of meeting the requirements results in a failing or unsuccessful grade for the skill assessment, evaluation activity, or course.

The offer of remediation for the purpose of developing psychomotor skill competency or content mastery will be determined in terms of the deficiency, faculty support, and the student’s documented academic history, such as attendance record, protocol and policy compliance, and professionalism.

The recommendation for remediation can only be proposed by the assigned lead course instructor and must be approved by the Program Director.

Remediation components for lab practicals: A teaching contract with the student that includes:

- a description of the skill deficiency
- description of remediation
- calendar detailing the:
 - remedial teaching sessions
 - expected session outcomes
 - scheduled re-evaluation

In the event that a student is allowed to remediate a skill assessment, evaluation, or activity, average scores of the original exam and the remediation(s) will be used to calculate the grade on that practical exam and therefore will be used in final calculations of a course grade.

****There is a maximum of 2 remediation attempts on one lab practical and a maximum of 2 remediations in one course****

Remediation of Written Examinations

All written examinations must be successfully completed in each course for a student to continue in the program. Failure (<76%) of a written examination will result in remediation of that written examination. In the event of a failure of a written exam (regular exam, midterm exam or final exam), the student will be asked to remediate that examination by their instructor. The original grade of the written examination will be utilized in the calculation of your final grade.

Additionally, students must achieve a minimum of a 76% average in each course on their written examinations. Failure to achieve a minimum average written exam grade of 76% will result in failure of the class and therefore dismissal from the program.

Students as Patients

During the course of the Physical Therapist Assistant Program, you will be required to act as a live simulated patient during skill checks, practical exams, and other activities. Students and other patient subjects should be treated with the utmost respect, dignity and integrity. It is expected that we will treat our fellow students with the same professionalism that we would treat a patient in the clinic. Additionally, confidentiality must be maintained regarding our fellow students as well. Unprofessional discussions or treatment will not be tolerated and may be reason for dismissal from the program.

Equipment Safety and Maintenance

The safety of our students is of utmost importance to us. For this reason, all equipment will be examined and calibrated yearly to ensure proper working order. Additionally, students are required to report any malfunctioning or safety issues with equipment immediately to program director. Faculty will also verify working condition of equipment when using to demonstrate.

HARPER COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

Psychomotor Skills Validation

Laboratory experience is a time to learn and to independently practice your manual skills and qualify your manual competence. It is your responsibility to come to the lab prepared (having studied the material) and have all items necessary to participate. If you are not prepared and do not participate, it is grounds for dismissal from the program.

The Skill Performance Summary Sheet is provided below and provide a guideline to the skills competencies completed in each course.

The psychomotor skills are evaluated prior to being eligible to take the practical exam for that skill as well as prior to performing that skill in any clinical experience. Proficiency must be obtained to safely deliver patient care in the clinical setting. In the event, any of these psychomotor skills cannot be demonstrated by the completion of the course or the deadline identified on the syllabus, the student will fail that skill and will need to remediate.

During the clinical experiences, the psychomotor skills will be further evaluated. Proficient and safe delivery of care is continually assessed. If the student is deemed clinically unsafe at any time or violates patient rights upon judgment of the clinical instructor(s), the student will not be able to continue in the clinical setting. This will result in the inability to complete the clinical objectives and result in failure of the course. Therefore, to successfully meet the objectives of the course, the student must meet BOTH theory and clinical objectives.

The skill sheets must be returned to the instructor at the end of the class and will be a permanent part of the student's record in the file. Each student will maintain a skill check binder in the lab at all times during the program.

SATISFACTORY: Consistently meets the criteria for safe and effective clinical performance.

UNSATISFACTORY: Does not meet the criteria for safe and effective clinical performance. Does not follow or understand the procedures, critical steps, and/or cannot effectively demonstrate the manual skill per the criteria to deliver safe and competent care.

Selected Performance Skills

The following entry level skills must be satisfactorily completed in each of the listed courses in order to pass the course and progress to clinical experiences:

2nd semester:

PTA140 Intervention Fundamentals:

- Hand washing
- Donning/doffing isolation clothing
- Positioning/draping
- Transfer techniques
- Anthropometric Measures
- Vital Signs
- ROM

PTA105 Orthopedics for PTA

- Palpation of Bony Landmarks
- Wheelchair Use
- Goniometric Measurements
- Manual Muscle Testing
- Posture/Alignment
- Gait Training/Assistive Devices

3rd Semester

PTA115 Manual Techniques for PTA

- Palpation
 - UE, LE, Spine
- Joint Mobilization Gr I & II
 - UE, LE
- Stretching
 - UE, LE, Spine
- Soft Tissue Mobilization
 - UE, LE, Spine

PTA201 Cardiopulmonary/Integumentary

- Energy Conservation
- Compression Wrapping
- Anthropometric Characteristics (advanced)
- Vital Signs (advanced)
- Sterile Glove Changes
- Breathing Exercises
- Airway Clearance Techniques
- Postural Drainage Techniques

PTA205 Therapeutic Modalities

- Cryotherapy
- Superficial heat
- Therapeutic Ultrasound
- Mechanical Traction
- Biofeedback
- Electrical Stimulation
- Iontophoresis

3rd Semester cont:

PTA210 Neurology for PTA

- Sensory Testing
- Deep Tendon Reflexes
- Gait Training for Neurologic Patients
- Bed mobility and Transfers for Neurologic Patients

4th Semester

PTA130 Clinical Experience I

It is expected that all skills previously listed will be completed with the assistance of a clinical instructor.

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – Intermediate**
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– Advanced Beginner**
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

PTA215 Advanced Interventions

- Students must pass a comprehensive skills assessment called “**Readiness to Progress**” as well as a final practical examination which is cumulative, to progress to the final semester.

5th Semester

PTA230 Clinical Experience II

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – Advanced Intermediate**
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– Intermediate**
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

PTA235 Clinical Experience III

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – Entry-Level**
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– Entry Level**
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

In addition to achieving the required C or higher in each class, students must also have satisfactorily completed all skill checks for the course in order to pass the class.

Psychomotor Skill Performance Sign Off Sheet

2nd Semester

Course	Skill	Peer Sign Off	Instructor Sign Off	Complete
PTA105	Wheelchair use			
	Palpation of Bony Landmarks			
	Goniometric Measurements			
	MMT			
	Posture/Alignment			
	Gait Training/AD			
PTA140	Hand washing			
	Donning/Doffing Isolation Clothing			
	Positioning/Draping			
	Transfer Techniques			
	Anthropometric Measures			
	Vital Signs			
	HEP Instruction			
	PROM			

CAN PROGRESS TO NEXT SEMESTER

YES / NO

3rd Semester

Course	Skill	Peer Sign Off	Instructor Sign Off	Complete
PTA 115	Palpation UE, LE, Spine			
	Joint Mobilization – UE, LE			
	Stretching UE, LE, Spine			
	Soft Tissue Mobilization			
PTA 201	Energy Conservation			
	Breathing Exercises			
	Airway Clearance Techniques			
	Postural Drainage Techniques			
	Compression Wrapping			
	Anthropometric Characteristics			
	Vital Signs			
	Sterile Glove Changes			
PTA 205	Cryotherapy			
	Superficial Heat			
	US			

	Mechanical Traction			
	Biofeedback			
	Electrical Stimulation			
	Iontophoresis			

Course	Skill	Peer Sign Off	Instructor Sign Off	Complete
PTA210	DTRs			
	Sensory Testing			
	Gait Deviations			
	Transfers			

CAN PROGRESS TO CEI

YES/NO

4th Semester:

Course	Criteria	Achieved Threshold
PTA 130	CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2	
	CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	

Criteria 1-5 ≥ Intermediate

Criteria 6-14 ≥ Advanced Beginner

5th Semester

Course	Criteria	Achieved Threshold
PTA 230	CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2	
	CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	

Criteria 1-5 ≥ Advanced Intermediate

Criteria 6-14 ≥ Intermediate

CAN PROGRESS TO CEIII

YES / NO

Course	Criteria	Achieved Threshold
PTA 235	CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2	
	CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	

CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 ≥ Entry Level

CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2 ≥ Entry Level

ALL SKILL CHECKS COMPLETED? YES / NO

Must achieve YES to move on to graduation

PTA Faculty Job Roles and Responsibilities

The Role of The Program Director (PD)

The Program Director, Dr. Rita Gura PT, DPT is responsible for the overall operational oversight of the PTA program. In addition to faculty responsibilities, the PDs duties include, but are not limited to:

- Maintenance of program equipment
- Maintenance of compliance with program accreditation standards
- Maintenance of program website
- Reporting of graduation rates, job placement rates
- Management of staffing
- Coordination of schedules
- Maintenance of the program policy and procedure manual
- Maintenance of class size
- Enrollment decisions
- Curriculum development and design
- Course instruction
- Maintenance of our clinical education sites and oversight of clinical education
- Assess the PTA program curriculum in coordination with PTA program director as a part of the program's assessment plan
- Plan and teach a variety of program courses, including classroom and lab sections based on credentials experience
- Serve on college committees
- Participate in departmental and division initiatives
- Complete programmatic curriculum, course, and program assessments annually.
- Update syllabi and engage students in innovative instructional methods to achieve course objectives.
- Participate in CAPTE accreditation activities and provides accreditation reports as needed by program coordinator.
-

If there are any programmatic concerns, they should be discussed with the program director. In the event that there is a conflict of interest, program issues may be discussed with the Dean of Health Careers.

The Role of the Academic Coordinator of Clinical Education (ACCCE)

The Academic Coordinator of Clinical Education, Dr. Megan Dillon PT, DPT, Neurological Clinical Specialist is responsible for the overall oversight of the clinical portion of the PTA program. In addition to the normal faculty duties, the ACCCE duties include, but are not limited to:

- Coordinate the PTA clinical curriculum
- Develop, assess, and revise clinical education curriculum consistent with PTA program procedures
- Participate in preparing PTA program accreditation documentation

- Communicate with and build relationships between the academic institution and clinical education sites
- Establish, develop, and maintain an adequate number of clinical education sites to meet the educational needs of students and the outcomes of the PTA program
- Select clinical learning environments that demonstrate characteristics of sound patient management, ethical and professional behavior, and currency with physical therapy practice
- Ensure all health requirements and other documents are uploaded by students into clinical software by date specified by program coordinator.
- Evaluate PTA students' performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum
- Administer a system for the PTA program's clinical education records
- Collaborate with clinical faculty to promote, coordinate, plan, and provide clinical faculty development opportunities using effective instructional methodologies and technologies
- Assess the PTA program curriculum in coordination with PTA program director as a part of the program's assessment plan
- Plan and teach a variety of program courses, including classroom and lab sections based on credentials experience
- Serve on college committees
- Participate in departmental and division initiatives
- Complete programmatic curriculum, course, and program assessments annually.
- Update syllabi and engage students in innovative instructional methods to achieve course objectives.
- Participate in CAPTE accreditation activities and provides accreditation reports as needed by program coordinator.

PHYSICAL THERAPIST ASSISTANT PROGRAM
CLINICAL EXPERIENCES
POLICY AND PROCEDURE

William Rainey Harper College
Health Careers Division
1200 W. Algonquin
Palatine, IL 60067

Clinical Education Overview

Becoming a physical therapist assistant is a great step to your dream of helping people. For you to be successful, you must be able to master patient care, including communication and technical skills as well as develop as a professional. Professionals demonstrate certain behaviors essential to function as a PTA in the future. Additionally, PTAs must be able to learn for mastery which will allow you to become a better critical thinker.

For students to better their patient care skills and professional behaviors, clinical experiences will take place during the 4 semesters of technical coursework. These clinical experiences will be vital in preparing you to function as a PTA upon graduation. Additionally, clinical experiences are a requirement to sit for the NPTE-PTA for state licensure.

Harper College's PTA program consists of three clinical experiences in addition to the technical coursework that you will be completing. You will complete approximately 670 hours of clinical education during your time here. We want to make sure you are well prepared from a technical standpoint for each clinical experience.

Clinical Experience Requirements

Each student will be required to complete three clinical experiences throughout the program. At a minimum, students must gain experience working with patients with orthopedic, neurologic, cardiopulmonary, and integumentary dysfunction. It is expected that students will work with patients of all ages across the lifespan. The Academic Coordinator of Clinical Education will be responsible for monitoring your clinical experiences to ensure that you have contact with a variety of patients as listed above.

Clinical Sites

Each clinical site has been selected by the college based on their commitment to provide students with an educational and engaging experience. The sites are provided with the course syllabus and a curriculum outline allowing them to better gauge your expected current level of knowledge. Each site is provided with the course assignments required by the students, including weekly goal sheets, an in-service project, and course reflection paper.

Each clinical site signed an affiliation agreement or addendum to an existing one before student placement. The ACCE or Program Director are the only individuals who will maintain contact with clinical sites to set up clinical affiliation agreements. Students are prohibited from contacting clinical sites directly to set up a clinical affiliation agreement. A clinical instructor is selected for each clinical site by the student coordinator of clinical education (SCCE). The clinical instructor can be a physical therapist or physical therapist assistant with at least one year of clinical experience who is in good standing and is committed to your education.

Selecting Clinical Affiliations

Selection of clinical sites will occur using a lottery system but placement will ultimately be up to the discretion of the ACCE. Upon entry to the program, students will be assigned a number, (i.e. 1-24). The ACCE will provide a listing of available sites prior to each selection

period for students to discuss and negotiate with their peers. For the first clinical rotation, 1-8 chooses first, 9-16 second, and 17-24 last. Students must choose their placements within a designated period. For the second clinical 9-16 will choose first, 17-24 second, and 1-8 last. For the third clinical experience, 17-24 will choose first, 1-8 second, and 9-16 last. In the event that there are fewer than 24 students, we will skip over the numbers that are not selected. If the class begins with fewer than 24 students, then we will redesign the numbering system, however, it will follow the same pattern so that each student gets to choose in a first, second, and third group. Ultimate placement will be up to the discretion of the ACCE who may change student placements based on the best student/CI matching, the student meeting the requirements of inpatient/outpatient settings and required patient populations: cardiopulmonary, orthopedic, neurologic, and integumentary.

Selecting Clinical Instructors

All clinical instructors are licensed physical therapists or physical therapist assistants who graduated from an accredited program. Each CI must be in good standing and have at least one year of experience in the clinic setting. Clinical instructors are also chosen based on their ability to effectively communicate with students and the director of clinical education at Harper College. All clinical instructors must demonstrate ethical behaviors and are actively engaged in continuing education.

All clinical instructors are expected to give effective and timely feedback to students non-threateningly. Clinical instructors play a vital part in our students learning experience; therefore, our academic coordinator of clinical education will maintain communication with the clinical instructors throughout your educational experiences.

The Role of the Academic Coordinator of Clinical Education

The Academic Coordinator of Clinical Education (ACCE) will be responsible for overseeing our clinical education program. The ACCE will be responsible for maintaining relationships with our clinical education sites and clinical instructors. The ACCE will also provide clinical instructor development activities and will maintain records of all site and clinical instructor evaluations. The ACCE in conjunction with the program director (PD) will have final determination of student readiness for clinical experience in collaboration with the program faculty.

The ACCE will prepare students for clinical education by meeting with students to discuss goals and objectives of each clinical experience. The ACCE will also complete site visits for Clinical Experience I, II, and III. The ACCE will continue to serve as a resource to students while preparing for, actively engaged in, and following all clinical experiences. If a conflict with a facility occurs, the ACCE will assist with conflict resolution. The ACCE will also maintain the clinical experience handbook, clinical sites, clinical instructor compliance with selection criteria, and affiliation agreements.

Arrangement of Clinical Experiences

Requests for clinical experience slots will be sent out to the CCCEs annually before the first week of March for the following year. The available clinical slots should then be returned to the Academic Coordinator of Clinical Education by the end of April. Once these have been received, the ACCE will coordinate all clinical sites. Students will select their clinical sites for the year according to the lottery system previously outlined. The CCCE is responsible for assigning students to a CI. The SCCE will receive the clinical assignments by the following dates:

Clinical Experience I	April 6 th
Clinical Experience II	June 15 th
Clinical Experience III	August 15 th

Satisfactory Completion of Clinical Experiences

During your clinical experiences, your skills will be assessed on the Clinical Performance Instrument (CPI) by your clinical instructor and yourself. Further explanation of clinical experience grading is provided on each of your course syllabi.

In order for a student to achieve a grade of pass on their clinical experience, they must achieve the following on their Clinical Performance Instrument (CPI):

PTA130 Clinical Experience I

It is expected that all skills previously listed will be completed with the assistance of a clinical instructor.

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – *Intermediate***
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– *Advanced Beginner***
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

PTA230 Clinical Experience II

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – *Advanced Intermediate***
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– *Intermediate***
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

PTA235 Clinical Experience III

Clinical Experiences are Pass/Fail. Students are expected to perform at the following levels for a “Pass” grade:

- **CPI criteria: 1.1, 1.2, 1.3, 2.1, 2.2 – Entry-Level**
- **CPI criteria: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2– Entry Level**
- Students should show a progression from midterm to final with movement up the scale for all items.
- Not every clinical site will have the opportunity to experience all aspects of the CPI. If a criterion is not encountered simply write “NA.”

Please note, the ACCE and PD give the final determination of a student’s grade, in collaboration with the clinical instructor and faculty. Additional criteria are as follows:

- Students must meet the required attendance policy.
- Students must plan and complete an in-service program of a topic decided upon collectively by CI and student
 - In-service must be applicable to the current clinical site
 - In-service must be presented to at least 3 team members unless the facility has fewer than 3 team members.
 - All in attendance should complete in-service feedback sheet
 - Feedback sheets should be sent with in-service materials
 - In-service materials
 - Power point or handout
 - Feedback sheets from attendees
 - Attendance sheet
- CPI must be completed and submitted by 5pm on Friday of the midpoint week and the final week of the clinical.
- Completed Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction should be turned by 12pm the Friday following the completion of the clinical experience
- Failure to comply with these standards will result in an unsatisfactory grade on your clinical experience and the inability to progress through the program.

See individualized syllabi for exact due dates and requirements.

Clinical Experiences Outline

Clinical Experience I:

- Beginning of the 4th semester of PTA coursework
- Occurs at the beginning of the summer session: mid-May through mid-June
- Students will be on clinical at least 35 hours per week
- Clinical lasts for a total of 4 weeks
- Total Clinical Hours: 135 hours

Clinical Experience II:

- During the 5th semester of PTA coursework.
- Occurs during the first eight weeks of the fall semester: mid-August – early October
- 3 days per week 24 hours per week for the first 6 weeks
- 5 days per week at least 35 hours per week for the final 2 weeks.
- Clinical lasts for a total of 8 weeks
- Total Clinical Hours: 214 hours

Clinical Experience III:

- 5th and final semester of PTA coursework.
- Occurs during the second eight weeks of the fall semester: mid-October – early December
- 5 days per week for 8 hours per day (full time)
- Monday-Friday
- Clinical lasts for a total of 8 weeks.
- Total Clinical Hours: 320 hours

*****In order to start your clinical experiences, you MUST complete the health procedures for health careers outlined on the next two pages*****

Procedures for Health Clearance for PTA Students

General Information:

DEADLINE FOR HEALTH CLEARANCE: March 1st (In the 3rd semester)

Once you are enrolled, you will be notified by the ACCE to begin the health clearance process.

Exxat manages health clearance for students in the PTA program. All health requirements must be submitted to Exxat. You may have the requirements completed by Northwest Community Health Care on campus or by your own health care provider. Any questions or issues should be sent to the Director of Clinical Education.

Requirements and Steps to Follow to Obtain Health Clearance:

Requirements and Steps to Follow to Obtain Health Clearance. All documents must be uploaded to your Exxat account by March 1st

- 1. Obtain a Harper ID card.**
- 2. Positive IgG titer for:** Hepatitis B Surface Antibody, MMR and Varicella.
If the titer is negative, you must obtain vaccination or begin the booster process
- 3. Complete the Harper Student Health Record.**
The Student Health Record is available in on the Harper Website. Page 2 of this form is what you will have your health care provider complete. The functional abilities statement must be signed by your health care provider.
- 4. Provide verification of mandatory health insurance coverage.**
Insurance coverage must be in effect for the entire duration of time in which you are scheduled for clinical experience.
You may do this in one of the following ways:
 - Provide a copy of your insurance card. The card must have your name and a current date; **OR**
 - Go to your insurance company's website and print page with name on it; **OR**
 - Obtain letter on letterhead from employer verifying insurance; **OR**
 - Obtain letter on letterhead from insurance company; **OR**
 - Purchase student insurance – information available in HS.
- 5. Complete the 2-step Tuberculin Skin test (TB Test)**
(This will require 4 visits and needs to be completed within a 21-day period and within 90 days of the start of clinical). The first step in this process involves placement of TB test and subsequent reading of that step 48 to 72 hours later; the second step involves placement of another TB test a minimum of 7 days or more after first step placement, and subsequent reading of the second step 48 to 72 hours later. *Following this timeline of each step's placement and reading is extremely important.*

- Have your health care provider document 2-step TB test exactly as directed above. **Testing must be documented with dates given and dates read with result in mm.** TB tests cannot be self-read and called into the office. The second TB skin test must be completed within 90 days of the start of your clinical experience.
- Or have your physician do a blood test called the QuantiFERON®-TB Gold In- Tube Test
- 6. Submit a current physical examination, within the last 12 months.**
 - See your health care provider for a physical and have student health record completed, signed, stamped and dated (both sides); **It must be the Harper Health Record**
 - You may have your physical done by NCH on campus.
- 7. Complete a Drug Screen Test**
 - Drug screens have been set up LabCorp.
 - You will take the PTA programs account number to LabCorp and they will complete your 10-panel drug screen.
 - Students will pay out of pocket for this test.
 - Specific Clinical Sites may require a repeat drug screen within a month of beginning the clinical rotation
- 8. Flu vaccine**
 - This is a mandatory health requirement **if your clinical starts from October to April.**
- 9. Tdap vaccine**
 - Within the last 10 years.
- 10. Background Check**
 - Completed through the LabCorp and submitted through the Exxat platform
 - Students will pay out of pocket for this.
- 11. COVID-19 vaccine**
 - Most clinical sites require submission of the initial 2 doses of the COVID-19 vaccination
- 12. CPR Certification**

You will not be permitted to start clinical until your health records are provided and all immunizations/requirements are complete.

PLEASE NOTE – CLINICAL SITES ONLY RECEIVE INFORMATION THAT THE STUDENT HAS PASSED THEIR HEALTH SCREEN, NO OTHER PERSONAL HEALTH INFORMATION IS REVEALED

Policies/Procedures for Clinical Affiliations

Attendance:

- A. Students are required to be present and on time for all clinical experiences.
- B. In the event an emergency occurs; the absence will be reviewed by the PTA faculty and will require scheduling additional hours at student expense to meet objectives.

CPR Certification:

You must have completed and maintained your CPR certification before starting your clinical experiences. If your CPR certification expires during your clinical, you will recertify before it expires. CPR BLS (Basic Life Support) should be completed and maintained by all students. Harper College does have these courses throughout the semester if you need to renew. It is your responsibility to register and pay for the course. Dates can be found in the Health Careers Division Office in X250.

Personal Calls During Clinical:

NO PERSONAL PHONE CALLS DURING CLINICAL EXPERIENCE.

Long term care facilities and hospitals will not process incoming calls for students.

Incoming calls of a personal nature cannot be permitted on the clinical units. In cases of emergency, follow the directions given to you by the lead course instructor. If someone needs to reach you for an emergency, they can contact the Career Programs Support Secretary, 847-925-6533. The secretary will then contact the clinical area. This process is much quicker than calling the facility.

Emergency calls to students who are in class on campus should also be made to the Career Programs Support Secretary, 847-925-6533, who will then locate the student. On Saturday or Sunday, when the campus is closed but students have class on campus; call Harper College Police at 847-925-6330.

Transportation:

Transportation to and from the clinical sites is the student's responsibility. Students may be expected to travel up to 1-1.5 hours for their clinical experiences. It is our goal to provide numerous clinical experiences in close proximity to Harper College.

Hours:

You are expected to be at the clinic during the hours your CI works. In general, it is expected that you are available for clinical between the hours of 7am and 8pm.

HARPER COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM

Uniform Policy

Professional appearance includes dress appropriate for the physical therapy care situation. Dress Code varies from clinical site to clinical site. You will be required to purchase a white jacket with Harper College PTA Program embroidered on it. This lab coat can be worn over scrubs or business casual clothing depending on the dress code at your clinical site. This uniform should be worn to orientation and clinical sessions and when providing physical therapy care.

- A student who does not adhere to the uniform requirements will be dismissed from the clinical setting.

PROFESSIONAL APPEARANCE

- Appropriate hygiene should be adhered to, as well as clean and pressed clothing. No scented body products are to be used.
- Hair is expected to be clean, neat, away from the face, and styled in such a manner as to not dangle over the patient or work area.
- Fingernails must be no longer than the end of the finger, well-manicured, clean, and without nail polish. Artificial nails are not allowed in direct patient care.
- Jewelry is limited to a wedding and/or engagement ring, and one pair of stud earrings. Necklaces, hoop or dangling earrings, and/or facial or tongue piercing are not permitted.
- Visible tattoos must be concealed.
- Beards and mustaches must be clean and neatly trimmed. Males must shave for each clinical experience.
- Neutral and modest undergarments should be worn in clinical.

NOT INCLUDED IN PROFESSIONAL APPEARANCE - (May not be worn in clinical)

- Excessive or exaggerated make-up, perfumes, colognes or after shave lotion.
- Hair ribbons, scarves, or any other type of hair ornament.
- Jewelry around the neck.
- Rings (except wedding bands). Rings are generally discouraged because of potential loss, theft, potential injury to self or patient and chance of microorganism.
- Earrings - if worn, only one pair of small, non-dangling types are acceptable. Loops are NOT acceptable. Students with multiple piercing must remove extra earrings.
- T-shirts and other types of see through garments.

- JEANS.

FOOTWEAR

- White or black leather professional shoes (not athletic), neat, clean and polished, properly fitting and in good repair.
- Walking leather shoes are acceptable, but may not have any colored writing or logo.

Unacceptable shoe styles include the following:

- open-toe shoes
- clogs (Crocs)
- sandals
- tennis shoes with any color markings
- canvas shoes, including white canvas shoes such as Keds

PERSONAL EQUIPMENT

- Wristwatch with a second hand
 - Stethoscope with a bell and diaphragm
 - Black ballpoint pen and pocket size notepad
 - Gait Belt
 - Personal equipment will be brought to all laboratory and clinical experiences
-
- The name badge is worn on personal clothing during scheduled laboratory sessions and on the left side of the uniform when in clinical.

Whenever entering the long-term care facility or hospital for activities for which the uniform is not required, professional attire in good taste is to be worn.

If you have questions regarding your own personal garment/equipment, bring the item(s) to the class prior to the clinical experience. The instructor will discuss this with you before or after class. **If you do not adhere to the uniform and professional appearance policy, you will not be eligible to participate in the clinical experience and will be sent home.**

STANDARD PRECAUTIONS

To minimize the risk to students, students are required to follow standard precautions during all interactions with patients, classmates, and faculty. Interactions in the health care system carry inherent risks to both the patient and caregiver, including, but not limited to, communicable diseases. In the physical therapist assistant curriculum, students will be given information regarding known risks and how to prevent.

Patient Right to Refusal

Please note that patients have the right to refuse treatment by students. In this event, students must respect the patients' autonomy and continue to interact professionally and respectfully with the patient without providing care.

Patient Care

The Physical Therapist Assistant Program students, faculty, and staff have the obligation to maintain standards of health care and professionalism that are consistent with the public's expectations of the health professions. During this program, you may encounter potential health risks as you would in any health care profession.

All students, faculty, and staff are ethically obligated to provide patient care with compassion and demonstrate respect for human dignity.

Students, faculty, and staff are ethically obligated to respect the right to privacy and confidentiality of all patients, including those with infectious diseases.

No students, faculty, and staff may ethically refuse to treat a patient solely because the patient is at risk of contracting or has an infectious disease. These patients must not be subject to discrimination.

Reporting Professional Dishonesty in the Clinical Setting

The public interest demands honest and ethical professionals in the health care setting. Physical Therapist Assistant students who obtain passing grades through dishonest means may develop habits of unsafe and unethical practice and may present risks to other individuals and to the reputation of the profession.

During the course of study in the Physical Therapist Assistant Program, a student may observe behavior by others that appear to violate standards of academic and/or professional integrity, or actions that have the potential to harm another individual. Students who find themselves in this situation must carefully consider their personal and professional reasonability to report an incident involving suspected dishonesty, as well as any applicable workplace rules in clinic settings, which mandate such reportings.

Procedures:

- A student who observes dishonest or otherwise unethical behavior on the part of another student or health care worker should express concern to the person engaging in the questionable practice, calling attention to its potential detrimental effect upon patient well-being. The student should also report the incident to the clinical faculty member.

- Examples of dishonest/unethical behaviors include but are not limited to:
 - Falsifying documentation
 - Lying about performance
 - Failure to acknowledge lack of understanding or ability to competently perform a task.
 - Failure to follow procedures according to policy (such as taking unauthorized shortcuts)
 - Failure to report clinical care mistakes to clinical faculty member
 - Covering up for the unsafe behavior of another student or health care worker
 - Practicing as a physical therapist assistant student while under the influence of drugs or alcohol
 - Violations of the Health Insurance Portability and Accountability Act (HIPAA)
 - Violations of the APTAs Code of Ethics
- Students are encouraged to discuss questions or concerns, which may arise regarding their responsibilities with clinical faculty or other physical therapist assistant program faculty.

**HARPER COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM**

Reporting Incidents at Clinical Sites

Safety practices at clinical sites and at Harper College are the responsibility of instructors and students. All incidents must be reported **immediately** to the appropriate persons.

Procedure Reporting Incidents

I. Incidents involving students

- A. The student will notify CI and DCE at once.
- B. Student will, under the supervision of the instructor, notify the manager/coordinator of the department/unit.
- C. The student and instructor, under the direction of the manager/coordinator, will follow the procedure of the institution at which the incident occurs.
- D. The student, under the direction of the instructor, will make out a Harper College Incident Report form and submit to the PTA Program Director. (Use back of the form to record additional information as necessary.)
- E. Financial obligations incurred because of the incident will be the responsibility of the student.

II. Incidents involving clients

- A. The student will notify instructor at once.
- B. Student will, under the supervision of the instructor, notify the manager/coordinator of the department/unit.

- C. The student and instructor, under the direction of the manager/coordinator, will follow the procedure of the institution at which the incident occurs.
- D. The student, under the direction of the instructor, will make out a Harper College Accident Report form and submit to the PTA Program Director. (Use back of the form to record additional information as necessary.)

III. Incidents involving instructors

- A. The instructor will notify nurse in charge.
- B. The instructor will follow the procedure of the institution at which the incident occurs.
- C. The instructor will make out a Harper College Accident Report Form and submit it to the PTA Program Director. (Use the back of the form to record additional information as necessary.)
- D. Statements for any financial responsibility incurred because of the incident will be submitted to the Director of Personnel at Harper College.

Clinical Education Assessment

Evaluation of Clinical Site and Clinical Instructor

At the completion of each clinical experience, all students are required to complete the APTA's Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction. This tool allows us to better determine the appropriateness of the clinical sites as well as the clinical instructors. It is our goal to make your clinical experiences as valuable as possible.

During each one of your clinical experiences, the clinical site will be visited by a faculty member. We will discuss your progress, the site and your clinical instructor. If there are issues we hope to help you work through them but it will ultimately be your responsibility to make the correct changes to pass your clinical experience.

Evaluation of Director of Clinical Education

During the fall semester of each year, surveys will be sent out to at least ten previous or current clinical instructors or Center Coordinators of Clinical Education. They will be asked to assess the performance of the ACCE using the APTA's ACCE/DCE Performance Assessment: Clinical Instructor and Center Coordinator of Clinical Education Surveys. This will give us valuable feedback to determine where improvements need to be made to further enhance our clinical program. Additionally, Clinical Instructors will complete a survey to identify strengths and weaknesses of our clinical program.

At the end of technical coursework, all students will be asked to complete the APTA's ACCE/DCE Performance Assessment: Student Survey. This survey will again allow us to improve the clinical education program.

Complaints about the Academic Coordinator of Clinical Education

Any concerns/issues/complaints involving the ACCE that you are unable to resolve with the ACCE should be directed to the Program Director for resolution: Dr. Rita Gura, PT, DPT.

Email: rgura@harpercollege.edu

Phone: 847-925-6861.

Office: X242

PHYSICAL THERAPIST ASSISTANT PROGRAM ACKNOWLEDGEMENT FORM

I have received by personal copy and read the Physical Therapist Assistant Program Guideline Book. I will use this as my reference during the program, and I will comply with the requirements.

_____ I have a valid Social Security Number and am eligible to work in the U.S.

_____ I have received and reviewed the schedule. I understand that a No Call/No Show to clinical or class is considered a withdrawal from the class. **I will attend all sessions. Any make-up due to emergencies will require additional cost and permission of the instructor.**

_____ I understand the Clinical Dress Code Requirement (student purchase) is understood and will be followed during all clinical. This includes a valid Student ID (student purchase) from Building J Box Office.

_____ I understand that failure to complete/maintain the following requirements puts me at risk for not being able to attend the clinical sessions and complete the class:

- Completion of the Health Requirements prior to the start of the clinical experience
- Students must achieve a 76% or higher on each practical examination in order to continue in the course. In the event of a score of 75% or lower, students may be eligible for up to two remediation attempts as outlined in our remediation process.
- Student must achieve an average written exam grade of 76% or higher to pass the course. If not, the students final grade will reflect the calculation of their written exam grades only – no homework, practical exams, etc will be included in the grade.
- Must demonstrate competency in the manual skills.

_____ I understand the Functional Abilities of the job of a physical therapist assistant as listed on page 10 and can do them including lift 50# and push 100#.

_____ I have read the PTA Program Handbook, and understand that non-compliance with the classroom and clinical requirements, policies, and code of conduct, is grounds for dismissal from the program.

_____ I understand the health requirements for the Harper College Health Careers Division.

_____ I know the requirement for attendance at 3 open lab hours outside of class time per week.

Student Signature _____ Date _____

I, _____, understand to be eligible to sit for the National Physical Therapist Assistant Examination, all theory, lab and clinical experiences must be successfully complete. In the event of an emergency, it is my responsibility to notify the instructor by telephone. I understand all make-up time must be completed per the program policy procedures in the guideline book. I am aware it is my sole responsibility to fulfill these requirements stated herein. I am also aware that I must have a valid **Social Security Number** to be fingerprinted, have a background check, go to the clinical site, and apply for state licensure.

Student Signature _____ Date _____

Contract of Patient Confidentiality

I, _____, certify that I have reviewed the information on HIPAA and I understand my obligation to protect the privacy and confidentiality of any patients whom I administer care to, in any locations where patient care is rendered. I understand that this obligation to protect patient privacy is violated if health/medical records and other patient information are shared verbally or in writing with others who are not involved in the care of the patient or in the teaching-learning process during all clinical.

Student Signature _____ Date _____