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PHYSICAL THERAPIST ASSISTANT PROGRAM
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scf.edu/PTA

PTA Clinical Educator's Handbook

This handbook is designed to assist the CCCE, CI and clinical faculty in providing a dynamic clinical experience for PTA students from State College of Florida.

Revised:

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Dear Clinical Educator,

On behalf of State College of Florida, and the Physical Therapist Assistant program faculty and I would like to welcome you to our team. It is an honor to have dedicated professionals working with us as we prepare students to become competent Physical Therapist Assistants with the knowledge, skills and attitudes expected at entry-level.

As you will recall from your academic years, actual patient contact is an essential component of our professional training. This handbook has been developed to facilitate the student's transition between the didactic and the clinical experience. The information in this handbook includes descriptions of the responsibilities of the Clinical Instructor (CI) and Academic Coordinator of Clinical Education (ACCE), course objectives, clinic assessments, and explanations of forms used in the PTA program. Your knowledge and understanding of these documents will help to achieve the program mission.

If you have any concerns or questions about the program, please feel free to contact me.

Sincerely,

Matthew Connell, MPT
Director – PTA Program
State College of Florida – Bradenton Campus
Office: 941-752-5340
E-mail: ConnellM@SCF.edu

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Section 1: PTA Program

PTA Program Mission

The SCF Physical Therapist Assistant program, guided by measureable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills and attitudes expected of an entry level physical therapist assistant.

PTA Program Philosophy

The philosophy of the Physical Therapist Assistant Program reflects the mission of State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention, diagnosis and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The physical therapist assistant works under the direction of a licensed physical therapist, to assist clients to develop or restore functions of the musculoskeletal and neuromuscular systems. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction in daily living. The assistant participates in assessment by observational, verbal or manual determinations of function, relative to physical therapy. The PTA is concerned with factors of prevention, treatment, and rehabilitation of musculoskeletal and neuromuscular dysfunctions, including client and family education.

The PTA provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking to make decisions, and to act responsibly according to the professional standards of practice. Learners in the Physical Therapist Assistant Program are self-motivated adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners' needs, the teaching-learning process should be flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The role of the faculty is to facilitate learning through a multitude of opportunities and experiences. The role of the student is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the graduate reflects critical thinking, clinical accountability, and a commitment to caring. This practice can take place in various health care settings where policies and procedures exist and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
 - 1.1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
 - 1.2. Collaborate with the client, significant others, therapist, and other members of the health team to develop and individualized plan of care.
 - 1.3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
 - 1.4. Identify individual client needs and use available resources to assist in meeting those needs.
 - 1.5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.
2. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
 - 2.1. Establish positive professional relationships in the health care setting.
 - 2.2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
 - 2.3. Communicate orally and document in writing, client responses to treatment interventions.
 - 2.4. Demonstrate effective management skills in planning and implementing physical therapy programs.
3. Incorporate values and attitudes congruent with the profession's standards and ethics.
 - 3.1. Maintain confidentiality of client information.
 - 3.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
 - 3.3. Follow the Guide to Physical Therapist Practice.
 - 3.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.
4. Use resources for continued personal and professional growth.

Physical Therapist Assistant Program Curriculum

Effective January-2009

HOURS /WEEK		<u>LEC.</u>	<u>LAB</u>	<u>CREDITS</u>
SPRING SEMESTER				
BSC 2085C	*Anatomy and Physiology I	3	3	4
ENC 1101	*Written Communications I	3	0	3
PSY 2012	*General Psychology	3	0	3
Mathematics+	*Choose from any Area II, AS	3	0	<u>3</u>
				13

*These courses **MUST** be completed **PRIOR** to entry into the Physical Therapist Assistant Program.

FALL SEMESTER

BSC 2086C	Anatomy and Physiology II	3	3	4
PHT 1007C	Introduction to Physical Therapy And Patient Care	3	6	5
PHT 1124C	Applied Anatomy and Kinesiology	4	6	<u>6</u>
				15

SPRING SEMESTER

PHT 1211C	11 Weeks	Disabilities and PT Procedures I	6	9	6
PHT 2337C	11 Weeks	Disabilities and PT Procedures II	6	5	5
PHT 1800L	4 Weeks	Clinical Experience I	0	40	<u>4</u>
					15

FALL SEMESTER

ENC 1102 or SPC 1600		Written Communication II <u>or</u> Fundamentals of Speech Comm.	3	0	3
DEP 2004		Human Development: Life Span	3	0	3
PHT 2321C	10 Weeks	Disabilities and PT Procedures III	6	8	5
PHT 2810L	6 Weeks	Clinical Experience II	0	40	<u>6</u>
					17

SPRING SEMESTER

Humanities		Choose from Area IV, A.S. General Education Requirements	3	0	3
PHT 2820L	7 Weeks	Clinical Experience III	0	40	8
PHT 2931		Trends in Physical Therapy	3	0	<u>3</u>
					14

Total Credits 74

Responsibilities of the Clinical Education Faculty/ Clinical Instructors (CI)

Minimum Criteria to be a CI

1. PT or PTA with a current valid Florida PT/PTA license
2. Minimum of 1 year experience in the field
3. Willingness to accept the position of CI for a SCF, PTA student

Responsibilities of the Clinical Education Faculty/ Clinical Instructors (CI)

1. To attend clinical instructor-faculty meetings and faculty development programs as scheduled.
2. To arrange clinical experiences that will give the students the opportunity to practice skills and become competent, according to objectives provided.
3. To instruct and supervise students in performing clinical skills according to clinical objectives provided.
4. To communicate with the student in regular patient care conferences.
5. To communicate with the ACCE immediately if a student is not making acceptable clinical progress, or a behavioral, ethical or liability problem arises.
6. To evaluate the student's performance as it relates to the program's competency evaluation procedures both ongoing (formative) and mid-term and final (summative.)
7. To keep records of student attendance.
8. To ensure that applicable policies in the State College of Florida Health Profession Division, PTA Student Handbook are followed at all times by each student.
9. To arrange the student's schedule efficiently, including lunch breaks and make-up time when necessary.
10. To serve as liaison between the clinical education site and State College of Florida.
11. To assist students with questions relative to the policies and procedures of the clinical education site.
12. To make available equipment pertaining to physical therapy for the purpose of education and training.
13. To work with the Academic Coordinator of Clinical Education (ACCE) to insure a professional atmosphere during educational activities.
14. To use proper channels for effective communication between the student, ACCE, and clinical education faculty.
15. To maintain current licensure in the state of Florida and meet continuing education requirements.

Responsibilities of the Academic Coordinator of Clinical Education (ACCE)

The ACCE assumes responsibility for the clinical placement of students in the physical therapist assistant program at SCF. The ACCE assists the clinical instructors in evaluation and instruction of students in the clinical setting. The ACCE will:

1. Accept instructional responsibilities as agreed upon in cooperation with college administration.
2. Work with other PTA faculty to review and refine curriculum, including course objectives and assignments.
3. Supervise students in laboratory procedures.
4. Develop laboratory assignments which support and enhance the learning of physical therapy procedures.
5. Establish student placements in clinical sites to assure equal opportunities for each student.
6. Visit clinical sites throughout each student experience, and maintain regular contact with students and clinical instructors. Visits maybe in person, via phone or conducted by appointed clinical education faculty.
7. Coordinate all paperwork required for proper documentation of the clinical experience.
8. Determine and record grades for didactic and clinical courses.
9. Evaluate clinical education faculty each semester, to ensure adherence to program policies, procedures, and philosophy.
10. Participate in recruitment efforts for the program.
11. Maintain regular office hours for student conferences.
12. Plan for and coordinate clinical instructors meetings and/or clinical instructor educational opportunities.
13. Maintain membership in the Florida Consortium for Clinical Educators and attend scheduled meetings.
14. Maintain current state licensure including participation in continuing education activities.
15. Maintain current practice trends in physical therapy through participation in professional activities, organizations, and critical review of relevant literature.

General Program Information

Course Objectives:

Course objectives for Clinical Experiences I, II, and III may be found in [Section 2](#). Course objectives for all didactic coursework within the PTA program may be found in [Section 3](#). These should be used as a guideline for evaluation of the student's clinical skills.

Adjunct Faculty Status:

All Clinical Instructors who teach in the college's health science programs are contracted as adjunct faculty, which provides coverage under the college professional liability insurance policy and the student blanket liability (malpractice) insurance policy. This status is achieved through several mechanisms depending on the specific needs of the program. In all of the health science programs, except nursing and in a few other special circumstances, Clinical Instructors are fulltime employees of the clinical facility during the time that they have students under their supervision.

Student Liability and Accountability:

All health science students enrolled in clinical courses are required to be covered by the college blanket liability insurance policy. The cost of this insurance is included in the course fees. The students also sign an *injury/exposure informed consent and confidentiality statement* at the beginning of each program assuring their understanding of the risks involved as a health care professional and the importance of keeping all information obtained in the clinical setting confidential.

Faculty supervising students in the clinical setting have responsibility for delegating patient care assignments to the student that are within the student's level of knowledge and competence as they progress through the program. This responsibility for delegation is guided by the scope of practice for physical therapist assistants under Florida statutes and by the specific competencies identified in the clinical course objectives. Using these guidelines, the clinical instructor can be assured of the students' accountability for their individual actions. *Students do not function in the clinical area under the license of the clinical instructor, but rather are individually accountable for maintaining acceptable standards of practice for their level of education.*

Clinical Performance Assessment Tool (CPAT):

Student clinical performance is evaluated based upon specified levels of technical and professional competency and is evaluated in comparison with stated criteria in the Clinical Performance Assessment Tool (CPAT). The evaluation form and instructions for completing the form are included in this manual.

Standards throughout the PTA program require that students achieve a minimum passing grade of 70% on all major components of all coursework, to progress through the program. The same standards hold true for all Clinical Experiences. Students are graded on an A through F scale. See the course syllabi for specific grading criteria and this handbook for general guidelines.

Student Evaluation:

Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the course). Formal midterm and final evaluations are completed by the clinical instructor and the student utilizing the Clinical Performance Assessment Tool while at the clinical site. These evaluations are reviewed by the ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency and is evaluated in comparison with stated criteria in the Clinical Performance Assessment Tool. Additional objectives are measured on written assignments and oral presentations and are evaluated by the ACCE and program faculty. **Final clinical grade is determined by the ACCE.**

Grading criteria for Clinics I, II, and III are specific to the course and outlined further in the handbook.

Clinical Grading Criteria for Clinical I, II, III

CLINICAL EVALUATION

Evaluation of student clinical performance includes practical, behavioral, objective, and competency-based examinations. Evaluation is both formative (on-going) and summative (at the end of the course). Formal midterm and final evaluations are completed by the clinical instructor utilizing the State College of Florida, Clinical Performance Assessment Tool with the student conducting a self-assessment using the same tool. These evaluations are reviewed by the ACCE. Clinical performance evaluation is based upon specified levels of technical and professional competency and is evaluated in comparison with stated criteria in the Clinical Performance Assessment Tool.

The expected level of satisfactory student performance as measured by the clinical performance instrument is dependent upon the student's level of education and clinical experiences with the program.

Clinic I Grading Criteria

Initial Clinical Experience: PHT 1800L (4weeks) – Students have completed technical coursework including basic patient care, treatment of orthopedic conditions, treatment of systems-based conditions excluding neurologic conditions, application of therapeutic modalities and application of general therapeutic exercises and functional training. Students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area
2. Earning a rating of "3" or higher on 75% of all areas scored on the final CPAT

Additional objectives are measured on written assignments and oral presentations, which are evaluated by the ACCE and program faculty. **The final clinical grade is determined by the ACCE.**

Clinical Experience I – Grading Criteria:

The grade for this course will be determined by the following weighted scale:

Clinical Performance Assessment Tool and Attendance: Weighted at 50% of the overall course grade

Clinical Written Assignments: Weighted at 40% of the overall course grade

Clinical Presentation Weighted at 10% of the overall course grade

Clinic II Grading Criteria

Intermediate Clinical Experience: PHT 2810L (6weeks) – The second overall clinical experience occurs immediately following the completion of all didactic coursework including pediatric and adult neuro. Student performance is expected to progress towards entry level. Students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area
2. Earning a rating of "3" or higher on 80% of all areas scored on the final CPAT

Additional objectives are measured on written assignments and oral presentations, which are evaluated by the ACCE and program faculty. **The final clinical grade is determined by the ACCE.**

Clinical Experience II Grading Criteria:

The grade for this course will be determined by the following weighted scale:

Clinical Performance Assessment Tool and Attendance: Weighted at 50% of the overall course grade

Clinical Written Assignments: Weighted at 30% of the overall course grade

Clinical Presentation: Weighted at 20% of the overall course grade

Clinic III Grading Criteria

Terminal Clinical Experience: PHT 2820L (7 weeks) – This rotation represents the third and final clinical rotation and the second following completion of all didactic coursework. Student performance ratings are expected to progress towards and meet entry level. Students will be expected to meet the following levels of performance:

1. Meeting each Red Flag Area
2. Earning a rating of “3” or higher on 85% of all areas scored on the final CPAT

Additional objectives are measured on written assignments and oral presentations, which are evaluated by the ACCE and program faculty. **The final clinical grade is determined by the ACCE.**

Clinical Experience III Grading Criteria:

The grade for this course will be determined by the following weighted scale:

Clinical Performance Assessment Tool: Weighted at 50% of the overall course grade

Clinical Written Assignments: Weighted at 30% of the overall course grade

Clinical Presentation: Weighted at 20% of the overall course grade

Section 2: Clinical Experiences

Clinical Syllabi

PHT 1800L CLINICAL EXPERIENCE I

Date: Spring Semester – Year 1
ACCE: Matthew Connell, MPT
Office hours: By appointment

Schedule: Full-Time Monday – Friday (4 weeks)
941-752-5340 (Office)
941-685-1811(Cell)
Connelm@scf.edu

COURSE DESCRIPTION: 4 credit hours - 40 hours of clinical experience x 4 weeks

This course introduces the student to beginning professional practice in the clinical setting. Application of skills in selected situations is the emphasis of this course. Additional Special Fees are required

Prerequisites: Completion of PHT 1007C, PHT 1124C with a grade of “C” or better.

Co-requisites: Concurrent enrollment in PHT 1211C and PHT 2337C

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

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Clinical Coordinator of Clinical Education (CCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients
 - d. Family Members and caregivers
 - e. Practitioners and Clinical staff
 - f. Interprofessional team members
 - g. Consumers, payers and policymakers
2. Demonstrate correct application of teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
3. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation patients/clients in the clinic.
4. Demonstrate isolation techniques, sterile technique and standard precautions in the administration of patient/client care in the clinic.
5. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
6. Participate in patient status judgements within the clinical environment based on the plan of care established by the physical therapist.
7. Participate in selected aspects of practice management and performance of improvement activities in the clinical setting.
8. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
9. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
10. Integrate appropriate evidence-based resources to support clinical decision making.

PHT 2810L CLINICAL EXPERIENCE II

Date: Fall Semester – Year 2
ACCE: Matthew Connell, MPT
Office hours: By appointment

Schedule: Full-Time Monday – Friday (6 weeks)
941-752-5340 (Office)
941-685-1811(Cell)
Connelm@scf.edu

COURSE DESCRIPTION: 6 credit hours (40 hours of clinical experience x 6 weeks and 1 week of oral presentations.) This clinical practical encourages the student to further develop patient assessment and treatment skills. The student applies knowledge from classroom and laboratory activities to clinical practice. Case study presentations and discussions enhance the application process.

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 1800L, PHT 2337C, with a grade of "C" or better.

Co-requisites: Concurrent enrollment in PHT 2321C.

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

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Clinical Coordinator of Clinical Education (CCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients
 - d. Family Members and caregivers
 - e. Practitioners and Clinical staff
 - f. Interprofessional team members
 - g. Consumers, payers and policymakers
2. Demonstrate correct application of teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
3. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation patients/clients in the clinic.
4. Demonstrate isolation techniques, sterile technique and standard precautions in the administration of patient/client care in the clinic.
5. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
6. Participate in patient status judgements within the clinical environment based on the plan of care established by the physical therapist.
7. Participate in selected aspects of practice management and performance of improvement activities in the clinical setting.
8. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
9. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
10. Integrate appropriate evidence-based resources to support clinical decision making.

PHT 2820L CLINICAL EXPERIENCE III

Date: Spring Semester – Year 2

ACCE: Matthew Connell, MPT

Office hours: By appointment

Schedule: Full-Time Monday – Friday (7 weeks)

941-752-5340 (Office)

941-685-1811(Cell)

Connelm@scf.edu

COURSE DESCRIPTION: 8 credit hours - 40 hours of clinical experience x 7 weeks

The final clinical course is a comprehensive experience that prepares the student to function as a competent entry level physical therapist assistant. The focus is on progressing patient care, time management and the application of knowledge to entry level

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1800L, PHT 2321C, PHT 2337C, PHT 2810L with a grade of “C” or better.

Co-requisites: Concurrent enrollment in PHT 2931.

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

1. Demonstrate effective communication as a student physical therapist assistant with all stakeholders, including, but not limited to:
 - a. Clinical Coordinator of Clinical Education (CCCE) and Clinical Instructor (CI)
 - b. Academic Coordinator of Clinical Education (ACCE) and Clinical Faculty (CF)
 - c. Patients/Clients
 - d. Family Members and caregivers
 - e. Practitioners and Clinical staff
 - f. Interprofessional team members
 - g. Consumers, payers and policymakers
2. Demonstrate correct application of teaching and learning process in instructing clients, families, significant others, and other health care professionals in appropriate physical therapy interventions.
3. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation patients/clients in the clinic.
4. Demonstrate isolation techniques, sterile technique and standard precautions in the administration of patient/client care in the clinic.
5. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
6. Participate in patient status judgements within the clinical environment based on the plan of care established by the physical therapist.
7. Participate in selected aspects of practice management and performance of improvement activities in the clinical setting.
8. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
9. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
10. Integrate appropriate evidence-based resources to support clinical decision making.

Clinical Forms

The Clinical Performance Evaluation: CPAT

For all clinical experiences:

- The CPAT must be filled out completely by the Clinical Instructor. The student must also complete a self-evaluation of their clinical performance. To be complete, the evaluation should include the following at **both the midterm and final evaluations**:
 - Student performance on each Red Flag area
 - Assessment of all applicable performance areas with applicable comments
 - Identification of student Strengths and Areas to Improve
 - Signatures of the Clinical Instructor (CI) and student
- The final grade shall be determined by the Program Director/ACCE. The clinical instructor is responsible for completing the evaluation forms at mid-term and final. Narrative comments must be supportive of score. Conflicts between the evaluative comments and the score will be resolved in a conference between the Clinical Instructor and the ACCE.
- Students should only be graded in those areas in which they have had an opportunity to perform the task, activities, treatments, modalities, etc.
- Students will not be penalized in grading if they have not been afforded an opportunity to complete a specific task, activities, treatments, modalities, etc.
- A rating scale is provided on the evaluations tool

Clinical Instructor Self-Assessment Form:

This is a two-sided form is designed for the CI to complete a self-assessment of their recent experience as a CI. This form will be returned to the CI with comments from the ACCE based on the mid-term visit, CI self-assessment and student feedback. The ACCE may provide suggestions for professional growth opportunities for the clinical instructor. A sample of this from can be found below.

CLINICAL INSTRUCTOR / FACULTY SELF ASSESSMENT

Clinical Educator Name: _____ Date: _____

Facility: _____ Clinical Experience I II III

Student's Name: _____

Have YOU previously been a CI? Yes No

Have YOU previously provided educational experiences for PTAs? Yes No

Have YOU previously provided educational experiences for MCC/SCF PTAs? Yes No

Do you hold an APTA/FPTA or other organization CI certification? Yes No

CI Certification type: _____

Responsibilities of Clinical Education Faculty	Criteria Met (✓)	Areas to Improve	Plans for Improvement:
1. Attend clinical instructor training course.			
2. Provide student with orientation to the clinic including patient flow, policies & procedures manual, and safety information.			
3. Arrange clinical experiences that will give the students the opportunity to practice skills and become competent, according to objectives provided.			
4. Instruct and supervise students in performing clinical skills according to clinical objectives provided.			
5. Communicate with the student in regular patient care conferences.			
6. Communicate with the ACCE immediately if a student is not making acceptable clinical progress, or a behavioral, ethical or liability problem arises.			
7. Evaluates the student's performance as it relates to the program's competency evaluation procedures, both ongoing (formative) and midterm and final (summative.)			
8. Keep records of student attendance.			
9. Ensure that policies in the SCF Division of Health Professions Student Handbook are followed at all times.			
10. Arrange the student's schedule efficiently, including lunch breaks and make-up time when necessary.			
11. Serve as liaison between the clinical education site and State College of Florida.			
12. Assist students with questions relative to the policies and procedures of the clinical education site.			
13. Make available equipment pertaining to physical therapy for the purpose of education and training.			
15. Use proper channels for effective communication between the student, ACCE, and clinical education faculty.			
16. Maintain current licensure in the state of FL and meet continuing education requirements. (Include license#)	Lic. #:		
Comments:			
ACCE Recommendations for Clinical Faculty Development			
ACCE Signature:		Date	

MidTerm Site Visit Interview Form:

This form will be utilized by the ACCE/Clinical Faculty during the mid-term site visit. Questions will be asked of the CI and the student during the visit to assess the student's current level of performance, areas of strength, areas in need of improvements, case mix and overall experience in the clinical setting. A sample of this form can be found below.

Clinical Experience: _____

Visit Date: _____

Student: _____

Clinic: _____

CI: _____

	Area	+	-	Example	Follow up
1	The student demonstrates appropriate knowledge				
2	Application of modalities				
3	Performance of Therapeutic Exercise				
4	Performance of functional training				
5	Performance of transfers				
6	Data collection				
7	Gait Training				
8	Preparation for treatment				
9	Proper approach to patient care and communication				
10	Patient education				
11	Written and oral communication				
12	Conducts self in responsible and professional manner				
13	Maintains ethical, legal and interpersonal relationships				
14	Practices in a safe manner				

STRENGTHS	AREAS FOR IMPROVEMENT

Discussed midterm with student? Yes / No

Visit Performed by: _____

Midterm Student Interview
What types of patient diagnosis have you been exposed to?
Did you feel prepared for this experience?
<ul style="list-style-type: none"> • If yes what contributed most to your preparation? • If no what was lacking that would have help you prepare more?
Do you have a good rapport with the staff?
Are the channels of communication defined?
Do you feel that you are getting appropriate feedback?
<ul style="list-style-type: none"> • If yes give examples of feedback received • If no explain why it is not appropriate and what do you feel would be more beneficial
What goals have you and/or your CI identified for this experience?
Are you clear about what you need to do to accomplish them?
Would you recommend this clinical site to another student? Please explain why or why not
REVIEW INFORMATION FROM CI INTERVIEW
Student Development Plan:
Faculty/ACCE notes:

Student Log:

This is a multiple use document on which students will document various diagnosis and treatments that they have experience or conducted during classroom, laboratory and previous clinical rotations. This data can be used to assist the students in mapping out goals and experiences in subsequent clinical rotations and is evaluated by the program as part of systematic program review.

PTA Student Evaluation of the Clinical Experience and Clinical Instructor:

This is an instrument developed by the APTA which allows the student to provide feedback about their recent clinical rotation and CI. The form is reviewed by the ACCE and portions of the form are sent back to the CI along the ACCE comments following review as a component of the clinical instructor professional development process. For a copy of this entire form please contact the PTA program.

Section 3: PTA Course Learning Objectives

PHT 1007C Introduction to Physical Therapy and Patient Care

Date: Fall – Year 1

Class Schedule: Lec: TBD

Lab: TBD

Instructor: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

5 credit hours - 3 hours class, 6 hours laboratory per week

This course introduces the student to the history and philosophy of physical therapy and the role of the physical therapist assistant. Beginning patient care procedures are discussed. Students will practice professional interpersonal communication and clinical documentation skills. Basic therapeutic modalities and patient care techniques are introduced and practiced. Additional special fees are required.

Prerequisites:

Admission to the Physical Therapist Assistant Program, BSC 2085C and mathematics (from Area II A.S.), ENC 1101, and PSY 2012 with a grade of "C" or better.

Corequisite: Concurrent enrollment in PHT 1124C and completion of or concurrent enrollment in BSC 2086C.

COURSE OBJECTIVES

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

1. Discuss the history of physical therapy and the roles of the physical therapist and the physical therapist assistant.
2. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
3. Apply awareness of cultural competency in caring for diverse patients/clients throughout the lifespan.
4. Gather assessment data through the use of communication and interviewing skills.
5. Apply the principles of body mechanics in performing basic patient/client care skills safely.
6. Utilize scientific principles to safely and correctly implement selected components of interventions identified in the plan of care.
7. Demonstrate isolation techniques, sterile technique and standard precautions in the administration of patient/client care.
8. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
9. Identify the purposes and basic concepts of research in professional literature related to physical therapy.

PHT 1124C Applied Anatomy and Kinesiology

Date: Fall – Year 1

Class Schedule: Lec: TBD

Lab: TBD

Instructor: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

4 credit hours - 4 hours class, 6 hours laboratory per week

This is a course designed to assist students in applying principles from the biological sciences to the biomechanical principles of human movement. Principles of exercise are introduced, and manual muscle testing, goniometric measurement, gait assessment and training are discussed and practiced. A mandatory lab accompanies this course.

Prerequisites:

Admission to the physical therapist assistant program; completion of BSC 2085C, MAT 1033 or higher, PSY 2012, and ENC 1101 with a grade of "C" or better.

Corequisite: Concurrent enrollment in PHT 1007C and completion of or concurrent enrollment in BSC 2086C.

COURSE OBJECTIVES

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

1. Apply principles of anatomical structure and function to the biomechanics of human movement.
2. Apply kinesiological principles to patient/client assessment and treatment.
3. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures related to: joint integrity and mobility, range of motion, muscle performance, pain, posture and gait.
4. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
6. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA), and the Standards of Ethical Conduct for the Physical Therapist Assistant (APTA).
7. Integrate appropriate evidence-based resources to support clinical decision making.

PHT 1211C: Disabilities and Physical Therapy Procedures I

Date: Spring – Year 1

Class Schedule: Lec: TBD

Lab: TBD

Instructor: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

6 credit hours - 6 hours class, 9 hours laboratory per week for 11 weeks

The didactic portion of this course emphasizes rehabilitation as it relates to orthopedic diagnoses, disabilities, and surgeries. Specific principles which guide the use of therapeutic modalities, such as heat, cold, sound, therapeutic electrical stimulation, and traction are discussed and practiced in the laboratory. Students will study various types and models of equipment and the rationale for their use.

Prerequisites: PHT 1007C, PHT 1124C and BSC 2086C with a grade of "C" or better.

Corequisite: PHT 1800L and PHT 2337C.

COURSE OBJECTIVES

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

1. Identify the etiology, manifestation and rehabilitation for common injuries and disorders of the musculoskeletal system.
2. Identify the effects of various therapeutic exercise and manual therapy techniques used in the treatment of injuries and disorders of the musculoskeletal system.
3. Identify biophysical effects of various therapeutic modalities used in the treatment of injuries and disorders of the musculoskeletal system.
4. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
5. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
6. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA), and the Standards of Ethical Conduct for the Physical Therapist Assistant (APTA).
7. Integrate appropriate evidence-based resources to support clinical decision making.

PHT 2337C Disabilities and Physical Therapy Procedures II

Date: Spring – Year 1

Instructor: TBD

Class Schedule: Lec: TBD

Lab: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

5 credit hours - 6 hours class, 5 hours laboratory per week for 11 weeks

The didactic portion of this course emphasizes rehabilitation as it relates to orthopedic diagnoses, disabilities, and surgeries. Specific principles which guide the use of therapeutic modalities, such as heat, cold, sound, therapeutic electrical stimulation, and traction are discussed and practiced in the laboratory. Students will study various types and models of equipment and the rationale for their use.

Prerequisites: PHT 1007C, PHT 1124C with a grade of "C" or better.

Corequisite: PHT 1800L and PHT 1211C

COURSE OBJECTIVES

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

1. Identify etiology, manifestation and rehabilitation for common injuries and disorders associated with various body systems and disease processes, including, but not limited to:
 - a. Amputations
 - b. Cardiac System
 - c. Chronic Fatigue Syndrome
 - d. Disordered Eating
 - e. Endocrine System
 - f. Fibromyalgia
 - g. Integumentary System
 - h. Lymphatic System
 - i. Men's and Women's Health
 - j. Obstetrics
 - k. Oncology
 - l. Respiratory System
2. Identify the effect of various therapeutic exercise techniques for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
3. Identify the biophysical effects of various therapeutic modalities for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
4. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation of common injuries and disorders associated with various body systems and disease processes.
5. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care.
6. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
7. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
8. Integrate appropriate evidence-based resources to support clinical decision making.

revised 8/01, 10/02, 12/02, 10/03/10/04, 10/05, 10/06, 9/07, 9/08, 9/09, 10/10, 6/11,10/11, 9/12, 1/14

PHT 2321C Disabilities and Physical Therapy Procedures III

Date: Fall – Year 2

Class Schedule: Lec: TBD

Lab: TBD

Instructor: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

5 credit hours - 6 hours class, 8 hours laboratory per week for 10 weeks

This course introduces student to the study of neuromotor development and the treatment and rehabilitation of pediatric and adult neurologic diseases, disorders and disabilities through physical therapy intervention. Additional special fees apply.

Prerequisites: Completion of PHT 1007C, PHT 1124C, PHT 1211C, PHT 2337, and PHT 1800L with a grade of “C” or better

Corequisite: PHT 2810L

COURSE OBJECTIVES

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

1. Identify the normal motor, cognitive, and sensory developmental sequence.
2. Compare and contrast the normal and abnormal development sequences.
3. Identify etiology, manifestation and rehabilitation for common pediatric and adult neurologic injuries, dysfunctions, disorders and diseases.
4. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care.
5. Demonstrate implementation of selected components of interventions identified in the plan of care for the treatment and rehabilitation of common pediatric and adult neurologic injuries, dysfunctions, disorders and diseases.
6. Demonstrate accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting and other regulatory agencies.
7. Act in accordance with legal guidelines, the Guide for Conduct of the PTA (APTA) and the Standards of Ethical Conduct (APTA).
8. Integrate appropriate evidence-based resources to support clinical decision making.

PHT 2930: Trends in Physical Therapy

Date: Spring– Year 2

Class Schedule: Lec: TBD

Lab: TBD

Instructor: TBD

Department Phone: (941) 752-5346

Office Hours: By appointment

COURSE DESCRIPTION

3 credit hours - 6 hours class per week for 8 weeks

This course includes exploration of legal, ethical, and business issues related to the practice of physical therapy; current issues and trends in health care delivery; licensure, continuing education, career development and concepts of professionalism. A collaborative community service project will be included in this course. Additional special fees are required.

Prerequisites: PHT 2321C with a grade of C or better

Corequisite: PHT 2820L

COURSE OBJECTIVES

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

1. Demonstrate knowledge of legal and ethical guidelines and standards of practice for physical therapist assistants.
2. Discuss legal and ethical issues related to the practice of physical therapy.
3. Discuss current issues and trends related to health care delivery, including legislative and regulatory issues, and clinical practice trends.
4. Discuss the importance of continuing competence, and career development and planning.
5. Identify steps in the initial licensing process, and requirements for maintaining licensure.
6. Demonstrate competence in the employment search process.
7. Work collaboratively to create a product/program that serves the needs of a defined community.
8. Integrate appropriate evidence-based resources to support clinical decision making.

Section 4: Health Professions

Division/PTA Student Handbook

State College of Florida Manatee-Sarasota



Health Professions Programs Student Handbook

For the Physical Therapist Assistant Student

2018- 2020

Revised 5/2018

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INTRODUCTION

Welcome to the Health Professions Programs at State College of Florida (SCF). We are extremely proud of our Health Professions Programs and are pleased that you have chosen to pursue your education here. The Health Professions Programs have been designed to prepare high quality, competent practitioners to meet the needs of the health care system in the community. We hope that you enjoy your experiences with us and find the learning opportunities both challenging and dynamic. Health care careers provide a wide range of opportunities for the practitioner upon graduation. The division administration, faculty and staff are committed to the success of every student who enters one of our health professions programs.

CHANNELS OF COMMUNICATIONS

Students enrolled in the health professions programs are expected to use the appropriate channels of communication. The organizational chart for State College of Florida shows the correct lines of communication within the departments, division, and college. Students may view a copy of the organizational chart in their respective Department offices.

Each student is responsible for adhering to the policies and procedures of the SCF Health Professions Programs and those policies specific to each individual program as noted in this Student Handbook. The Health Professions Programs reserve the right to make changes in these policies as needed. When changes are made, the students will be notified in writing and asked to sign an acknowledgment form.

COURSE PREREQUISITE REQUIREMENTS

Students are advised that many courses in their specific health professions program require *prerequisite* courses. ***Students must follow the curriculum that is in place at the time they begin or re-enter the professional component of the program.*** It is the student's responsibility to consult the current catalog to determine which courses have prerequisite requirements. Students also are advised that the *sequence* of general education courses for the specific program, as published in the College Catalog course descriptions, has been carefully planned to correlate with the health professions courses and should be followed to prevent any conflict with continuing in the program.

WITHDRAWAL POLICY

A student may withdraw from any or all courses without the academic penalty of a “WF” grade by the withdrawal deadline as listed in the State College of Florida academic calendar, College Catalog or on the SCF Web site. A student in an accelerated or short-term course may withdraw without the academic penalty of a “WF” grade any time before the withdrawal deadline specific for the course.

Withdrawal policies for courses that are part of the Health Profession Programs are governed by the individual programs. Please refer to specific program policies in the student handbook regarding withdrawal, dismissal and readmission for Dental Hygiene, Occupational Therapy Assistant, Physical Therapist Assistant and Radiography.

ADVISING CENTER

Email: advisor@scf.edu

Academic Advisement at the State College of Florida assists future and current students in achieving their academic and personal goals through the development of individualized educational plans that serve to guide students towards future success. Advisors are available to students by appointment, or at times on a walk-in basis on both the Bradenton and the Venice Campus.

EDUCATIONAL RECORDS

Email: records@scf.edu

Educational Records services include transcripts, transfer credit evaluations, graduation applications, residency, enrollment verifications, and PIN reset.

FINANCIAL AID

Email: askfinaid@scf.edu

Financial Aid is available to students who have demonstrated financial need and/or to students who have shown academic or special talent. Financial assistance is available in the form of scholarships, grants, loans or part time employment. Students are encouraged to seek out financial aid resources to facilitate their education. All financial aid and aid eligibility is handled by the College Financial Aid Office. *“Course work compliance effects the way financial aid is awarded. Financial Aid will ONLY pay for classes REQUIRED for your major degree”*. If you have any questions or concerns, contact 941-752-5037 or via email at askfinaid@scf.edu.

ON-CAMPUS EMPLOYMENT FEDERAL WORK-STUDY (FWS) PROGRAM

Federal Work-Study (FWS) is a federally funded program that enables students to work on campus. FWS student must have completed the Free Application for Federal Student Aid (FAFSA). Eligibility is determined by the student's demonstrated financial need as determined by the FAFSA.

Students interested in employment off campus may contact the career resource center or the career resource center Web page: www.scf.edu/StudentServices/CareerResourceCenter

COUNSELING SERVICES

<http://www.scf.edu/StudentServices/CounselingServices.asp>

The SCF counseling services helps students meet life/work challenges and achieve a positive academic experience. Students may self-refer or may be referred by faculty/staff to use the confidential resource.

- **Confidential Counseling** – Contact Public Safety (24-hour access) at [941.752.5550](tel:941.752.5550). No identifying information will be collected.
- **Confidential Counseling** – Contact Campus Ministry at [941.752.5607](tel:941.752.5607) (Bradenton & LWR) or [941.408.1523](tel:941.408.1523) (Venice).
- **Med Psych Counseling** – A referral must be given to utilize this service. Please contact Susanne Walters for a referral at walters@scf.edu or [941.752.5603](tel:941.752.5603).

RECOMMENDED WORK POLICY

Research has shown that the number of hours spent in employment can have an adverse effect on grades, clinical performance, and even on successful completion of the program for students. Students are expected to use good judgment in selecting working hours. Excessive work demands may jeopardize personal health, family relationships, ability to succeed in the program, and the opportunity to become involved in health profession and college activities.

AVAILABLE LEARNING RESOURCES

Academic Resource Center (ARC):

The Academic Resource Center (ARC) empowers all State College of Florida, Manatee-Sarasota students to achieve their personal potential for learning and academic success. The core mission of the ARC is to help students become independent and active learners, and through this to achieve academic improvement consistent with their values, interests and abilities. The ARC serves as a means to help under-prepared students to prepare, prepared students to advance, and advanced students to excel!

All A.S. degree seeking students are encouraged to take advantage of the wide range of unique services offered. In addition to help in mathematics, reading, language and spelling, specific assistance is available in study skills, time management, reading technical books, note taking, and using reference materials. Selected materials related to Medical Terminology and Science also are available for health professions students. The Academic Resource Center is located on all campuses. The current hours are available on the College's website: www.scf.edu/ARC

Library:

The College Library is available to enhance learning. The library includes both on campus and electronic resources including all current medical resource data bases which can be accessed from any off campus location. The schedule for the library is available from the library link on the College's homepage: www.scf.edu/library

Health Profession Media Laboratory:

- Bradenton and Venice Campus: located in the Nursing Learning Lab
- Lakewood Ranch Campus: located in the Learning Commons.

The Health Professions Media Laboratory and Learning Commons provide access to computers and printers for health profession students. Hours are posted each semester.

Online Tutoring and Study Skill Support:

A collection of Web sites to help students enhance their study skills and to provide tutoring support for their coursework is available 24/7. Emphasis is on mathematics, English and reading improvement. Support for many other subjects is also available. To access resources, go to: www.scf.edu/ARC and select your campus.

Disability Resource Center:

www.scf.edu/student-services/disabilityresourcecenter/default.asp

DRC Bradenton Office: 941-752-5295 or drc@scf.edu

Mary Hoffman, Accommodation and Assistive Technology Specialist - hoffmam@scf.edu

Patricia Lakey, Coordinator - lakeyp@scf.edu

Jennifer Meier, Site Manager, Venice Disability Resource - meierj@scf.edu

Angela Powell, Advisor II - powella@scf.edu

Locations:

Bradenton Campus

5840 26th St. W, Bradenton, 34207

Building 1, Room 219

941-752-5295

Venice Campus

8000 S. Tamiami Trail, Venice, 34293

Building 100, Room 162

941-408-1448

The Disability Resource Center (DRC) is committed to ensuring equal access to college programs, services, and activities for qualified students with disabilities. The DRC assists students with disabilities through the provision of reasonable accommodations, information, resources, services, and skill development. The DRC promotes student self-advocacy through collaboration with faculty, staff, and SCF campus resources.

SCF is committed to the spirit and the letter of the Americans with Disabilities Act (ADA), the ADA Amendment Act (ADAAA), and the Rehabilitation Act of 1973. SCF has instituted various administrative policies, procedures, and practices to provide meaningful access for individuals with disabilities.

It is the student's responsibility to initiate requests for services with the DRC before any accommodations can be made in the program.

FINANCIAL REMUNERATION FOR CLINICAL HOURS

Under no circumstances will students be paid for their services while enrolled in clinical/fieldwork courses. If students choose to work outside of their clinical hours, work hours must be kept clearly separate.

HOLIDAYS, VACATIONS, AND COLLEGE CLOSINGS

All holidays and vacations observed by SCF are observed by the Health Professions Programs. Therefore, students will not report to class or clinical on college holidays or vacations; unless previous arrangements have been made by the Program Director.

In the event of a sudden school closing (i.e., inclement weather), "SCF Alert" is the State College of Florida's emergency notification system which reaches students, faculty and staff in minutes with voice, text and e-mail messages from SCF safety officials. All students are encouraged to register on www.scf.edu/Emergency. If the college is closed, clinical experiences are cancelled for the day(s) unless otherwise notified by the Program Director.

Despite inclement weather, whenever the College is open, clinical experiences will be held as scheduled. Students are to use their own judgment in deciding whether they must take an absence for the day.

INFORMED CONSENT

Students enrolled in a SCF Health Professions Program should understand that the required clinical experiences in various health care facilities may expose them to environmental hazards and infectious diseases including, but not limited to, Tuberculosis, Hepatitis B and HIV/AIDS. Neither State College of Florida nor any of the health care facilities used for clinical experience assume liability if a student is injured or exposed to infectious disease in the facility during assigned clinical experiences, unless the injury/exposure is a direct result of negligence by the college or the clinical facility.

HEALTH INSURANCE POLICIES

Students should understand that they are responsible for the cost of health care for any personal injury or illness that may occur during their time in the Health Professions Program. SCF strongly recommends that students purchase their own health insurance during the duration of their program.

PROGRAM REQUIREMENTS

Upon acceptance, the following may be required: background checks; fingerprinting; CPR certification; health and drug screenings to meet local health care agency regulations. Based on the results of these checks and screenings, students may become ineligible for program admission. Continuation in the program is based on acceptable results from random/ongoing screening and background checks. Ongoing screenings may occur as frequently as each clinical assignment, based on the policies of the program's clinical affiliates. Clinical facilities may limit or prohibit students with positive drug screen results or criminal histories from participating in clinical experiences, thus making the student ineligible for admission or continuation in the program.

Failure to complete program requirement in specified time frames may result in forfeiting seat in class or dismissal from the program. Students are responsible for all fees incurred with these checks and screenings.

Background Check:

All of the SCF health professions programs require a criminal background check as part of their admissions process. Clinical facilities utilized during the educational curriculum may limit or prohibit students with criminal histories from participating in clinical experiences at their facilities. Other options may not exist for the student to complete the required clinical hours in each specific clinical specialty of the curriculum and therefore, the student would not be able to complete the program requirements and graduate.

A student may be accepted to the program, and the program may be able to place the student in a clinical facility; however, the facility may decline the student based on the criminal history. This may result in the student being unable to progress in the program or complete the program requirements and graduate.

Also, each licensing board periodically makes changes to the rules regarding the licensing of individuals with a criminal history thus affecting who may or may not be licensed in the State of Florida in that particular discipline. Applicants with criminal histories/backgrounds may be accepted into a health professions program and graduate from the program, but because of changes in the law or rules may not be allowed to be licensed in the State of Florida once they have graduated.

A change to a student's criminal background while in the program may also lead to cause for dismissal, inability to participate in clinical experiences or inability to become licenses.

If accepted into a health professions program, it is the prospective student's decision to enter the program based upon the knowledge and understanding that he or she may not be granted the right to be licensed in the State of Florida upon graduation.

Clinical agencies require students to be fingerprinted, pass drug screening and background checks and clear the HHS/OIG list of excluded individuals, the GSA list of parties excluded from federal programs, and the Nationwide Sex Offenders Data Base. Compliance with these requirements and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes, Title XXI, Chapter 435.04 Level 2 Screening Standards will be unable to remain in the health professions programs.

Florida law restricts access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statute). This law places restrictions on all health care facilities, which in turn require students to comply with the same restrictions as their employees and volunteers. Additional laws pertaining to school-based settings may prohibit students with a criminal background from participation in this setting.

A background check is required of all students admitted to a Health Professions Program at SCF to secure access to clinical practice experiences as required by each program, which may involve coursework with patient contact such as practice in a health care facility, conducting a research study or project, or interfacing with patients individually or collectively. Partnering agencies where students receive clinical practice experiences also require background checks as well as additional information such as arrests without convictions, verification of employments, social security verification, etc. aimed at protecting the public.

All background checks will be reviewed by the Program Director. Applications which indicate a history that might prevent full participation in the program, will be reviewed, considering the individual situation and a decision will be made about admission into the program.

If an unfavorable background screening results in a student being denied access to a clinical agency and/or access to patients in the agency, the student may become unable to meet course objectives and/or academic requirements of the program. If a comparable clinical assignment cannot be obtained by the program, the student will be unable to progress in the course, resulting in withdrawal and/or dismissal from the program.

Student with a break in enrollment of one or more calendar year(s) from the original background check or most recent affirmation statement, require a complete background check before resuming the program. Additional background checks and/or finger printing may be required by certain clinical sites. **Students are responsible for all fees incurred with background checks and finger printing.**

Below is a list of offenses including but not limited to which may impact the ability of the student to be accepted into the program, complete the clinical requirements of the program, and be licensed in the State of Florida.

- (a) Section 415.111 relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- (b) Section 782.04 relating to murder.
- (c) Section 782.07 relating to manslaughter.
- (d) Section 782.071 relating to vehicular homicide.
- (e) Section 782.09 relating to killing an unborn child by injury to the mother.
- (f) Section 784.011 relating to assault, if the victim of the offense was minor.
- (g) Section 784.021 relating to aggravated assault.
- (h) Section 784.03 relating to battery, if the victim of the offense was minor.
- (i) Section 784.045 relating to aggravated battery.
- (j) Section 787.01 relating to kidnapping.
- (k) Section 787.02 relating to false imprisonment.
- (l) Section 794.011 relating to sexual battery.
- (m) Chapter 796 relating to prostitution.
- (n) Section 798.02 relating to lewd and lascivious behavior.
- (o) Chapter 800 relating to lewdness and indecent exposure.
- (p) Section 806.01 relating to arson.
- (q) Chapter 812 relating to theft, robbery, and related crimes, if the offense is a felony. (See 812.014, 812.016, 812.019, 812.081, 812.133, 812.135, 812.14, 812.16).
- (r) Section 817.563 relating to fraudulent sale of controlled substances, only if the offense was a felony.

- (s) Section 826.04 relating to incest.
- (t) Section 827.03 relating to aggravated child abuse.
- (u) Section 827.04 relating to child abuse.
- (v) Section 827.05 relating to negligent treatment of children.
- (w) Section 827.071 relating to sexual performance by a child.
- (x) Section 847 relating to obscene literature.
- (y) Chapter 893 relating to drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor.

All records must be maintained in *CastleBranch*. Some clinical facilities require a copy of background checks of students in their facilities. All applicants also are required to disclose prior arrests on the program application. Failure to disclose information or falsifying the application will result in denial of enrollment in or dismissal from the health professions program.

Backgrounds checks must be completely redone if the student is out of a health professions program for two major semesters or more. The student is responsible for all expenses associated with the background check process.

Arrest While Enrolled in The Program:

Any Health Profession student who is arrested at any point during the program, must report it to their Program Director within 5 working days regardless of initial adjudication. The student may need to submit to a second background check at the student's cost. Failure to notify the Program Director shall be grounds for dismissal from the program. After admission to the program, the student must remain free of the disqualifying charges listed in the following mentioned state statutes. Failure to do so will result in dismissal from the program.

Drug Screening:

Purpose:

The faculty of the State College of Florida Health Professions Programs has the responsibility for ensuring that all students in the health professions programs are able to function safely and effectively while enrolled in the health professions program. Students are not allowed in the classroom, laboratory or clinical areas under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into a health professions program will submit to drug screening as a condition for remaining in the program.

The College complies with all drug testing policies and procedures of the clinical agencies which are used for student clinical experiences. The Health Professions Programs have established specific procedures to assist students who have chemical impairments or addictions through referral to community resources.

General Standards:

Testing may be done for any the following reasons:

1. Prior to clinical experience in the program.
2. Randomly throughout the program.
3. Reasonable cause
4. Post-incident/accident.

The following substances will be tested for:

1. Amphetamines
2. Barbiturates
3. Benzodiazapines
4. Cannabinoids (THC)*
5. Cocaine
6. Ecstasy (MDMA)
7. Methadone
8. Opiates
9. Phencyclidine
10. Testing for other substances such as alcohol, may be required for reasonable cause.
11. Blood Alcohol testing may be required by specific clinical facilities.

***THC (marijuana) is part of the required 10-panel drug screen prior to admittance into any Health Professions Program at SCF. The passage of Florida-Amendment 2 does not overrule Federal Law, which states this is still an illegal substance. Students testing positive will not be allowed entrance into the program or may be dismissed from the program if tested while enrolled.**

Procedures:

All drug tests are done according to the specific guidelines of the National Institute on Drug Abuse and are subject to mandatory confirmation of any preliminary positive results.

Preclinical Screening:

1. The drug screen will be ordered through *CastleBranch* when instructed to do so by the program. They will be issued a specific collection site and date for completion of the test.
2. The student must bring photo identification to the collection site for each drug screening.
3. The collection of the drug test specimens will be completed per the protocol of the collection site.
4. All results of drug testing will be returned directly to CastleBranch which is accessed confidentially by the Program Director of the specific Health Professions Program.

Random Screening:

Random testing will be done at intervals throughout the Program. For this testing, a list of names will be generated in a random manner of all students enrolled in the health professions programs. Because of this random methodology, individual students may be tested a varying number of times. The testing procedures will be the same as for the preclinical screening.

Reasonable Cause Screening:

If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report

the observed behavior to the Program Director, who will direct the student to complete a reasonable cause drug screen via *CastleBranch*.

Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior (See Substance Abuse Documentation Form in division form section). The testing procedures will be the same as for the preclinical screening.

If at any time reports of potential substance abuse by any currently enrolled health professions student(s) provide reasonable suspicion that a student may be chemically impaired; classroom/laboratory/clinical participation will be suspended. The Program Director may authorize that the reported student(s) be sent for a reasonable cause drug screen. **As with preclinical testing, random screening and reasonable cause screening requires the student bring a picture ID to the collection site.**

Refusal to Submit to Testing:

Refusal to submit to testing is a violation of the Division's Drug Screening policy and will result in immediate dismissal from the program. The following behaviors constitute a refusal:

Refusal to submit is exemplified by but not limited to:

- a. refusal to appear for testing
- b. failure to remain at the testing site until the testing process is complete
- c. failure to provide a urine specimen
- d. in instances of observed or monitored collection failure to allow observation or monitoring
- e. refusal to sign the testing form
- f. failure to take a second test as directed
- g. failure to cooperate in the testing process
- h. performing any actions which prevent the completion of the test
- i. inability to provide sufficient quantities of urine to be tested without a valid medical explanation
- j. failure to undergo a medical examination or evaluation when directed
- k. tampering with, attempting to adulterate, adulteration or substitution of the specimen, or interference with the collection procedure
- l. failure to report to the collection site in the time allotted, after ordered through CastleBranch
- m. failure to order drug test via CastleBranch

Positive Results:

Students will be given a reasonable opportunity to explain a confirmed positive test result to the medical resource officer of *CastleBranch*. If the explanation is unacceptable and/or cannot be satisfactorily documented by the student's physician, the student will be dismissed from the program and will be referred to a treatment resource.

Appeal Process:

Students wishing to address any concerns about the drug screening policies or procedures of the College may follow the Student Conflict Resolution procedures as outlined in the SCF Student Handbook.

Post-Treatment Readmission Policy:

Students who have successfully completed a treatment program may petition the Program Director of the specific Health Professions Program for consideration for readmission to the program. Readmission will be on a space available basis in the next admission cycle. All petitions will be considered individually, and random screening may be required throughout the program if the student is readmitted. In any case, the general readmission policies of the College and the individual Health Professions program also will be adhered to.

Safety Sensitive Precaution:

The purpose of this policy is to establish procedures to ensure the safety of those in the care of students taking prescription medications, who are enrolled in professional courses in the Health Professions Programs at the State College of Florida.

The student shall, when drugs are prescribed by a medical professional, inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student's ability to participate safely in the responsibilities expected of them as a Health Professions student entrusted with the care of clients. If the answer from the medical professional is "yes", the student shall obtain a statement from the medical professional indicating any work restrictions and their duration and provide this to the Program Director along with a completed copy of the Safety Sensitive Precaution Form prior to going on duty.

If at any time, an instructor believes that a student is impaired in any way from prescription or nonprescription drugs that may jeopardize the safety of clients; classroom/laboratory/clinical participation will be suspended, program until a satisfactory medical release is received.

ALCOHOL AND OTHER DRUG ABUSE PREVENTION ASSISTANCE AT SCF

SCF values the health and welfare of its students and employees. Alcohol and other drug abuse (addictions) are recognized as treatable diseases. The administration of SCF, as part of its policy to maintain a drug-free campus, desires to:

- Help students identify alcohol and other drug misuse/abuse at the earliest possible stage.
- Educate students regarding signs and symptoms of addiction.
- Motivate students to seek intervention from the most qualified resources available on campus and in the community.
- Recognize that students who experience concerns with alcohol and other drug misuse/abuse are entitled to the same respect, confidentiality of intervention services and records handling as those who experience other medical concerns or conditions that may impair work performance.

Students who self-identify problems with alcohol and other drug misuse/abuse are encouraged to contact the office of the Dean of Students. A trained professional will assist in the assessment of the problem and provide information regarding appropriate services available on campus and/or within the community. All information will be held in the strictest confidence and will not be revealed to anyone except by the individual's written consent in accordance with federal guidelines of confidentiality. This service is voluntary, free and confidential.

CASTLEBRANCH (Background Check, Record Management and Drug Screening):

To improve the efficiency and time constraints of the background check and drug testing process, the SCF Health Professions Programs have contracted with CastleBranch. CastleBranch coordinates ALL aspects of background check items utilizing Live-Scan fingerprinting as well as collaborating with companies that assist with the forms/paperwork needed for clinical/practicum courses that are a part of all curriculums.

Information related to the initial background checks and related items will be disseminated at the time of Program Admission/Orientation. Information pertaining to subsequent background checks while enrolled in the program will be disseminated by specific programs as required to maintain program compliance.

The Process: The student will be provided with instructions with a specific program package identified. The student will proceed to www.castlebranch.com and follow the directions entering the program code.

The student will proceed through the registration process, reading all the links and references to proceed to further sections until it says you are complete.

For help contact, CastleBranch at 888-723-4263 or at www.castlebranch.com.

Complete all items by the established deadlines communicated to you by the Program Director, in addition to the stated timeframes in the Health Portals. **Failure to complete requirements with in the required timelines may result in dismissal from the program.**

Background checks will be reviewed by the Program Directors. It is the student's responsibility to double-check that all requirements have been completed by the assigned deadlines. Students are responsible for the cost occurred from all checks and screenings.

BASIC LIFE SUPPORT CERTIFICATION (CPR):

Students enrolled in the health professions programs are required to be certified by American Heart Association in Basic Life Support for the Health Care Provider, including AED. Certification must be valid while enrolled in the program through graduation. Documentation will be submitted to CastleBranch upon completion within the designated time frame.

PUBLIC SAFETY:

Campus Health, Wellness and First Aid

State College of Florida is vitally concerned about the safety and well-being of our students, faculty, staff and visitors who participate in the many activities which SCF sponsors. A college campus is a great place to learn and grow, but a college campus, like any other community, has its share of crimes and injuries. Although the College does not experience a significant number of criminal acts, we encourage everyone to be aware of potential problems and ask that you join the effort to make SCF a safe and secure environment for everyone. As required by the 1990 Jeanne Clery Campus Security and Awareness Act, campus crime statistics are available to anyone, upon request, through the Department of Public Safety/Security Services or by link on the SCF website. State College of Florida, Manatee-Sarasota continues a tradition of providing a safe and secure educational environment. The College maintains Safety & Security Services 24-hours per day and is

available to respond to any security related request or emergency. College Security also provides many other services to our students, staff and visiting community.

Additional information regarding campus safety can be found in the SCF Student Handbook and Planner or the *Public Safety* page on the college's website:

www.scf.edu/Administration/PublicSafety/default.asp

Additionally, the college utilizes a mass notification system which sends time-sensitive messages via phone, email and text messaging within minutes to students, faculty and staff. More information regarding the mass notification system and guides to various emergencies can be found on the *Emergency Procedures* page on the college's website: <http://www.scf.edu/Administration/PublicSafety/emergency.asp>

SCF Bradenton: 941 752 5550 or x 65550

SCF Venice: 941 408 1550 or x 61550

SCF Lakewood Ranch: 941 363 7155 or x 67155

Emergency Response Guide

EMERGENCY PHONE & GENERAL PRINCIPLES

SCF Public Safety & Security 941-752-5550 or ext. 65550

**PROTECT
YOURSELF**

**WHEN
CALLING:**

- Tell dispatcher your location - Building _ Room Number
- Answer all the dispatcher's questions and do NOT hang up until told to do so.
- Follow all directions given by emergency personnel.



CRIMINAL ACTS/SUSPICIOUS ACTIVITY

- Call SCF Public Safety & Security, 941-752-5550 or ext. 65550



ACTIVE SHOOTER

911

RUN

CALL 911,

then SCF
Public Safety & Security

HIDE

FIGHT



MEDICAL EMERGENCY

911

CALL 911

**If trained,
begin First Aid**

**Call SCF
Public Safety & Security
941-752-5550 or ext. 65550**



FIRE ALARM OR ACTUAL FIRE

911

**Fire in
Building**

**Evacuate
Area & Pull
Fire Alarm**

**Use
Nearest Exit
or Alternate
Safe Route**

**CALL
911**

Call from
assembly point
or neighboring
building.*

**Fire Alarm
Strobes**

**Evacuate
Area**

**Do NOT use
elevators**

* Stay 500 ft. away from building. Do NOT return to the building until ALL CLEAR is given.



NATURAL DISASTER/SEVERE WEATHER

**Natural
Disaster or
Severe
Weather**
e.g., tornado

WARNING
Severe weather
has been sighted

WATCH
Conditions favor severe
weather development

**Seek
Appropriate
Shelter**
**Monitor Weather
Broadcasts**

AVOID
- Windows
- Large rooms
- Elevators

INJURY/ACCIDENT PROCEDURE:

Any student who sustains an injury or who is involved in an accident or unusual incident during a scheduled classroom, laboratory or clinical assignment **MUST** adhere to the following procedure:

1. Immediately notify the program faculty and/or designated personnel of the clinical facility when an injury/unusual incident has occurred.
2. Contact SCF Security. Complete the SCF **AND** clinical facility's incident reports and any other necessary documents.
3. Seek medical treatment, if required or recommended
4. The Student may be required to obtain a physician's release, if the injury/accident could potentially interfere with classroom, laboratory and clinical activities.
5. Student will submit all medical documentation and proof of payment to the Director of Business Services.

Health Professions students are reminded that payment for emergency or medical treatment is the student's responsibility. Paperwork must be completed to determine eligibility for accident insurance reimbursement.

Please note that the accident insurance provided by the college is excess coverage over any other collectable insurance.

LIABILITY INSURANCE:

SCF provides a group professional liability policy on all health professions students and a separate limited accidental health policy for all health professions students paid for by student fees. This policy is only effective for incidents which occur in classroom, laboratory and at clinical sites.

PREGNANCY:

For the safety and welfare of the unborn child and mother, determination of the appropriateness of the student continuing in the program will be based on recommendations from the student's physician and program faculty. After learning that she is pregnant and, if the student elects to notify the appropriate Program Director, she will be asked to obtain a medical release from her physician which includes any precautions. A medical release must also be provided for the student to return to the program following delivery. Forms can be obtained from the Program Director.

The program faculty also may make recommendations to the student regarding continuation in the program, based on the student's level in the program and the demands or hazards of the clinical rotation. Students are advised that pregnancy may interfere with required attendance and/or meeting the objectives of the program which may delay completion of the program.

In Health Professions programs where students may be exposed to radiation, students must adhere to additional requirements as outlined in the program policies.

COMMUNICABLE DISEASE POLICY:

Purpose: This policy has been adopted to protect the rights of and to ensure the safety of the infected individual and all those with whom the student interacts.

Definitions: An *infected* individual, as defined in this policy, means an individual who is diagnosed as having a communicable disease.

"All those with whom he/she interacts" means all interactions between the infected individual and other persons in the following areas: classrooms; laboratories; clinical areas; office suites.

Procedure:

1. Infected individuals who determine that their medical condition may pose a risk to patients or others and/or who are unsure of their ability to perform essential functions as students **SHALL IMMEDIATELY NOTIFY** the Program Director of the specific health professions program.
2. After conferring with the Program Director, the student may be requested to obtain a letter from the student's physician stating precautions that must be taken to prevent risk to others. The student may be re-admitted to the clinical assignment or classroom based on the written recommendation of the physician.
3. Each infected person's situation will be considered individually, and decisions will be "based on reasonable medical judgments given the state of medical knowledge" about the nature of the risk, the length of time a carrier has been infectious, the potential harm to others, and the probability of the disease's transmission. This decision shall be made by the infected individual, the student's physician, the specific Program Director, the Provost and any other persons deemed appropriate.
4. The Health Professions Program faculty will make reasonable efforts to accommodate infected individuals with the understanding that regulations set forth by the clinical affiliates must be considered.
5. The infected individual is assured of confidentiality in accordance with state and federal requirements.
6. The Program Director reserves the right to initiate contact with an individual who exhibits behavior which may pose an imminent risk to others or who may be unable to perform as a student.

EXPOSURE CONTROL PLAN FOR STUDENTS:

This plan is intended to apply to all Health Professions students and follows the current Department of Labor Occupational Safety and Health Administration (OSHA) Occupational Exposure to Bloodborne Pathogens Final Standard.

Students Subject to Occupational Exposure:

This includes students who are reasonably anticipated to have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials as a result of the performance of the individual's duties. Other potentially infectious materials include: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid which is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; any unfixed tissue or organ (other than intact skin) from a human (living or dead); HIV-containing cell or tissue cultures, and HIV or HBV containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Classifications in Which Students May be Exposed:

Exposure Tasks and Procedures That Are Performed by Students in Above Classification Include but not limited to the Following:

1. Direct patient care and radiological procedures in clinical facilities in the clinical and laboratory Health Professions courses.
2. Accidental needle sticks involving demonstrations and student practice in SCF Health Professions Laboratories.
3. Direct patient care in the SCF Dental Hygiene Clinic.

Procedures for Handling Incidents/Methods of Compliance:

1. *Exposure at a clinical setting:* Health Professions students shall follow the exposure plan prescribed by the health care facility **and** the SCF Health Professions Program Injury/Accident Procedure.
2. *Exposure in Health Professions Laboratories and on SCF campuses:* Health Professions students will follow the SCF Health Professions Programs Injury/Accident Procedure.
3. *Exposure in the SCF Dental Hygiene Clinic:* Dental hygiene students will follow the SCF Health Professions Programs Procedure **and** the *program specific procedure* for follow-up with the patient involved in the exposure.

Methods of Compliance:

1. Standard precautions shall be observed to prevent contact with blood or other potentially infectious materials. The student is expected to use, as needed, appropriate personal protective equipment (PPE), such as, but not limited to, gowns, disposable hypoallergenic gloves, face shields or masks and eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices for occupational exposure on the SCF campuses. The clinical agencies shall provide personal protective equipment for occupational exposure in the clinical areas.

2. Personal protective equipment should be disposed of in a designated area or container for storage, washing, decontamination or disposal, whichever is appropriate.
3. The student shall wash hands and any other skin with soap and water, or flush mucous membranes with water immediately after removal of gloves or other personal protective equipment, or as soon after as feasible, following contact with blood or other potentially infectious materials.
4. If the incident involved contaminated needles or other sharps, they should be disposed of immediately or as soon as possible after use, in an appropriate, puncture resistant, labeled, leak proof container. If the sharp is a dental hygiene instrument, it should be cleaned and sterilized according to program procedures.
5. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is reasonable likelihood of occupational exposure.

Training Requirements:

All SCF Health Professions students shall participate in a training program included in program course work:

1. Prior to the time of initial assignment to tasks where occupational exposure may take place.
2. At least annually thereafter.
3. Whenever modification of tasks or procedures or institution of new tasks and procedures affect the student's occupational exposure. The additional training may be limited to addressing the new exposure created

The training program shall include, but not be limited to:

1. Reviewing the OSHA regulations regarding occupational exposure to bloodborne pathogens for which this Plan has been written.
2. A general explanation of the epidemiology and symptoms of bloodborne diseases.
3. An explanation of the modes of transmission of bloodborne pathogens.
4. A copy of and an explanation of the SCF's Exposure Control Plan for Students.
5. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.
6. An explanation of the use and limitations of methods that will prevent or reduce exposure, including work practices and the use of personal protective equipment.
7. Information on the types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment.
8. An explanation of the basis for selection of personal protective equipment.
9. Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, and the benefits of vaccination.

10. Information on the post-exposure evaluation and follow-up that the student should do after an exposure incident.
11. An opportunity for interactive questions and answers.

Record Keeping:

Training records for all students shall be kept on file in the specific program files. These records shall include the:

1. Dates of the training sessions
2. Summary content of the training sessions
3. Names and qualifications of the persons conducting the sessions
4. Names of the students attending the sessions

Training records shall be maintained for 3 years from the date on which the training occurred.

SCF shall make these training records available upon request, for examination and copying, to students, representatives of clinical agencies, the Program Director, and the Program Secretary in accordance with 29 CFR 1910.20.

Post-Exposure Evaluation and Follow-up:

Following a report of an exposure incident, the student should pursue a confidential medical evaluation and follow-up including, but not limited to:

1. Documentation of the route(s) of exposure, and the circumstances under which the exposure incident took place.
2. Identification and documentation of the source individual, unless it is infeasible or prohibited by law.
3. Testing of source individual's blood as soon as feasible after consent is obtained to determine HBV or HIV infectivity, unless infectivity of source person is known or if testing is prohibited by law.
4. Results of the source individual's testing shall be made available to the exposed student, and the student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
5. Exposed student's blood should be collected as soon as feasible and tested after consent has been obtained. If baseline blood is collected, but consent for HIV serologic testing is not obtained, the sample should be preserved for at least 90 days for possible testing if the student subsequently reconsiders.

The student shall obtain and provide the Program Director of the Health Professions Programs, a copy of the written report of the evaluating health care professional within 15 days of completion of the evaluation.

The health care professional's opinion shall be limited to stating that the exposed student has been informed of the results of the evaluation, and that the student has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment. All other findings and evaluations will remain confidential and shall not be included in the written report.

Medical Records:

SCF shall establish and maintain an accurate record for each student with occupational exposure. This record shall include:

1. A copy of the student's vaccination status including the dates of all vaccinations and any medical records relative to the student's ability to receive vaccination.
2. A copy of all results of recommended examinations, medical testing, and follow-up procedures.
3. SCF's copy of the health care professional's written opinion.

SCF shall maintain complete confidentiality of the student's medical records and will not disclose or report information contained in them without the student's express written consent to any person within or outside the workplace except as required by 29 CFR 1910.20 (E) (iv), or as may be required by law.

Revision of Plan:

The Exposure plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised student positions with occupational exposure.

Reviewed: 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2001, 2007, 2008, 2009, 2012, 2013, 2014, 2016, 2017, 2018
Revised June 2000, June 2002, May 2003, April 2004, June 2006

PROBATION POLICY:

Probation is a period of time designated by the faculty during which a student who has not been making satisfactory progress in a particular health professions course will be given an opportunity to correct deficiencies and to demonstrate satisfactory performance.

Purpose: The purpose of probation is to formally recognize that a student is not making satisfactory progress. A student will be placed on probation **ONLY** if there is adequate time for the student to remediate and demonstrate consistent satisfactory performance during that semester.

Conditions: The conditions of probation are intended to:

1. Recognize unsatisfactory performance at the earliest date.
2. Provide guidance and counseling.
3. Give the student an opportunity to correct deficiencies and to demonstrate satisfactory performance.

Reasons: The reasons for probation will be given to the student in writing along with the requirements for removing this designation. These reasons may include, but are not limited to:

1. Failure to make satisfactory progress in meeting course requirements for the classroom, laboratory or clinical courses.
2. Unsatisfactory student behavior and/or performance
3. Failure to follow program policies and procedures

4. Failure to demonstrate acceptable professional behaviors.

Procedure: Faculty will complete a *Notification of Probation* form identifying:

1. Reasons for probation.
2. Requirements for removal of probation.
3. Learning resources and assistance available.
4. Date by which requirements for removal of probation must be met.

Faculty will meet with the student to confirm the student's understanding of the situation. Student progress will be monitored by faculty, including appropriate documentation. Upon completion of the requirements for removal of probation, the probationary status will be re-evaluated. Failure to meet the requirements for removal of probation may result in failure of the course and/or dismissal from the program.

PROFESSIONAL BEHAVIOR EXPECTATIONS:

Program Expectations:

Health Professions Programs prepare the individual student for entry into a specific health care profession. In preparation for entry as a member of a profession, certain standards of behavior and conduct will be expected of the student in the classroom, laboratory and the clinical areas. Students will be expected to keep commitments, to be punctual and prepared for all learning experiences, and to actively participate in the learning process. Appropriate professional behavior is a requirement for successful completion of these programs. Student must abide by the Student Code of Conduct as stated in the SCF Student Handbook and planner and the specific health professions program handbook.

Social Media:

Students using Social Media related to any activities associated with program must do so responsibly. The student should be aware there is no way to erase digital content and inappropriate use of social media can impact your personal and professional reputation as well as the reputation of the college and program.

Posting of information relative to confidential patient/client information, patients/clients and their families, clinical sites and activities, technologies, faculty, classmates and didactic course content is considered an ethical breach of confidentiality and is in direct violation of FERPA and HIPAA. This includes the posting of written materials and photographs/videos. Students must use discretion as to avoid FERPA and HIPAA violations. Inappropriate use of social media may result in dismissal from the program. Expectations include but are not limited to the following: Respecting the privacy of all members of the class, respecting the diversity and opinions of all instructors and all members of the class, no use of threatening, harassing, sexually explicit language or discriminatory language or conduct that violate state or federal law or SCF policies. Use proper language in all communications.

Classroom, Laboratory and Clinical Experiences:

Each classroom, laboratory and clinical experience provides a valuable opportunity for learning. A patient's/client's health and well-being depends on the implementation of knowledge acquired in the learning process. Attendance is expected for all scheduled classroom, laboratory and clinical experiences. Should an absence be unavoidable, it is the student's responsibility to contact course faculty. Students are responsible for all content covered during periods of absences.

Refer to the specific program handbook section for specific program requirements.

CONFIDENTIALITY:

Students shall strictly maintain the confidentiality of all patient/client information, whether personal or medical, as well as keep confidential any information related to the clinical facility. Health professions students must clearly understand and fully agree, **under penalty of law**, that they will never inappropriately access, disclose or reveal in any way, either directly or indirectly, **any** information from a patient's/client's record or related to the care and treatment of any patient/client, except as needed, to authorized clinical staff. The student further agrees not to reveal any confidential information about the clinical facility to any third person. Case studies used in class must be free of any patient/client identification including protected health information, photography and video. Violations of confidentiality may result in criminal charges and dismissal from program.

ELECTRONIC DEVICE ETIQUETTE:

The use of electronic devices (cell phones, tablets and other mobile devices) in the classroom is determined by the course faculty member. Each faculty member determines the acceptable use of electronic devices in the classroom.

Students must refrain from the use of electronic devices in the clinical settings for personal use regardless of what other staff/employees are observed to be doing. Devices may be used for patient/client care, education or as required to meet clinical expectations as per the facility policies.

Failure to follow the electronic device policy may result dismissal from program.

UNIFORM DRESS CODE:

The personal appearance and demeanor of the health professions students at SCF reflect the college and program standards and are indicative of the student's interest and pride in the profession. Students are expected to maintain a proper appearance in the clinical environment as designated by the health professions program. **Failure to follow the uniform guidelines may result in the student being sent home and a clinical absence recorded.** Continued violation of the dress code policy may result in probation or dismissal from the program.

The following are applicable to all health professions students:

1. The SCF name tag must be worn.
2. Hair must be clean, neat and controlled in a conservative style to maintain asepsis. Unobtrusive and conservative hair ornaments may be worn as needed. Hair color must be within a natural range of color.

3. Nails are approximately fingertip length and clean. Clear nail polish may be worn unless otherwise specified by the clinical facility. Nail polish must be intact without chips to prevent bacteria growth. **Artificial nails are not allowed in any clinical setting.**
4. Beards and moustaches must be neatly trimmed.
5. Make-up may be worn in a conservative fashion.
6. A functioning watch with the capability of measuring seconds must be worn.
7. Jewelry may be worn but must be unobtrusive and conservative. Note that bracelets, necklaces, looped or dangling earrings may pose a hazard to the student during patient/client care.
8. Other body piercings/jewelry may need to be removed based on facility policy.
9. Visible tattoos may require covering while in uniform based on the policy of the clinical facility or if considered potentially offensive to patients, at the discretion of the program faculty.
10. Perfume/aftershave should be used in moderation. There may be no other distinct odor to the student.
11. Personal hygiene must be maintained at all times because of the close personal contact with patients.
12. Uniforms and apparel worn to the clinical facilities must be cleaned and pressed.
13. Undergarments must be worn and not be visible.
14. Gum chewing in uniform is not permitted.
15. Socks and professional shoes are required. Solid color athletic shoes **with minimal logos or insignias** may be worn. Clog-type shoes or shoes with open backs of any kind are not permitted. Heels and toes must be totally enclosed. All shoes and laces are to be neat, clean and tied.
16. Yoga pants, leggings, gym and workout attire are not appropriate for clinical setting.
17. Smoking is not permitted in uniform. In addition, a student who has an odor of smoke which may be offensive to patients, as determined by the Clinical Instructor, may be sent home and an absence recorded.

SPECIFIC PROGRAM UNIFORM REQUIREMENTS:

Dental Hygiene

Scrub tops and pants in designated class color
Plain white or black socks
White or black clinic shoes
Dosimeter

Occupational Therapy Assistant

Navy, Khaki or black slacks (no denim)
OTA program shirt
Socks
Shoes or sneakers

Physical Therapist Assistant

Navy, khaki, or black slacks (no denim)
PTA program shirt
Socks
Shoes or sneakers

Radiography

Women: Scrub top and bottom (color announced yearly)

Men: Scrub top and bottom (color announced yearly)

All Radiography Students: Dosimeter and initialed lead markers
Sweaters must be white, washable, and in good condition
Scrub jackets may be worn if color coordinated
Lab coats are worn only for surgery
Shoes or sneakers

PROFESSIONAL ORGANIZATIONS:

Students are encouraged to join their respective professional society or association. Membership has benefits such as regularly published journals and annual meetings where health care professionals gather to share new and valuable information. For more information about national, state, and local societies and associations, contact your program's faculty.

STUDENT CLUBS – Fundraising activities:

Student clubs who wish to hold fund-raising activities to support professional activities and/or travel to state or national meetings must follow College policies for fund raising including getting permission for the activity through [The HUB](#) prior to the activity. All funds that are raised must be immediately deposited in the designated program student account through the College Business Office. Approval to withdraw and use the funds must be obtained from the Program Director/Faculty Advisor. Health professions program clubs are limited to students currently enrolled in the programs. Club information can be located on the SCF Student Life webpage at: www.scf.edu/student-services/StudentLife/

CODES OF ETHICS:

All health professions practitioners function under specific legal and ethical guidelines. Students are expected to adhere to the guidelines of their specific practice area.

DISCRIMINATION:

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex (including pregnancy), race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

SAFE HARBOR AT SCF-TITLE IX RESOURCES:

State College of Florida, Manatee-Sarasota (SCF) strives to provide a community where safety, equality, respect and healthy relationships are valued. SCF fosters a campus environment that is free from intimidation, and one in which students may be educated to their fullest potential. SCF will not tolerate sexual assault, dating violence, domestic violence, stalking, and any form of sexual harassment from students, faculty, staff, volunteers, visitors, or any persons whether online, or at any College campus, or sponsored event. SCF also encourages the college community to report incidences that relate to these offenses.

If you are in need of emergency assistance, please contact 911, non-emergency please contact the SCF Public Safety Department at (941) 752-5550, Bradenton Campus. (941) 408-1550, Venice Campus. (941) 363-7155, Lakewood Ranch Campus (7am-10pm, Mon-Fri).

Title IX Coordinator: Jaquelyn McNeil, Dean of Students. 941-752-5267 Bradenton Campus Building 1, Room 127

Title IX Deputy Coordinators:

Students:

Dr. Brenda Pinkney, Director of Advising. 941-752-5429 Bradenton and Lakewood Ranch Campuses Building 1 Room 105 (Bradenton Campus)

Heather Shehorn, Student Support Services. 941-408-1416 Venice Campus Building 100 Room 162

Collegiate School:

Karen Peck, Academic Administrator. 941-752-5583 Building 19 Room 175

Faculty/Staff:

Gloria Tracy, Assistant Director of Human Resources. 941-752-5506 Building 7 Room 121

CONFLICT RESOLUTION POLICY:

Student Request for Conflict Resolution as Related to Academic Matter: (Rule 6HX14-4.14 / Procedure 4.14.01)

Students who feel they have been penalized erroneously for an academic ethics infraction or think that the sanction imposed is inappropriate may, within 10 working days of notification of academic sanction, appeal the matter through Procedure 4.10.01: Student Request for Conflict Resolution as Related to Academic Matters.

A. Definition:

For purposes of this procedure a “conflict” or “complaint” is defined as the allegation by an State College of Florida, Manatee-Sarasota student in such instances where the student finds it necessary to secure a resolution to an academic concern including, but not limited to, a perceived inequity concerning his or her academic standing, or where the academic requirements of the course, program, or College are perceived by the student to have been inappropriately interpreted and/or applied to him or her.

B. Purpose and Conditions for a Conflict Resolution Procedure

State College of Florida (SCF) strives to maintain a professional work and academic environment where all students, staff, faculty and other members of the collegiate community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is conducive to learning and working productively. To that end, the purpose of this Student Request for Conflict Resolution Procedure is to:

1. Provide students with a complaint mechanism for their perceived conflicts/complaints.
2. Assure students that there will be no retaliation for pursuing the resolution of their conflict/complaint under the procedure.
3. Provide student with:
 - a. Assurance that policies are applied consistently and equitably.
 - b. An effective method to present concerns to faculty and administration for resolution internally.
 - c. A process that provides a prompt, thorough and impartial investigation.
 - d. The potential for resolution at the lowest level possible.

- e. Assurance that confidentiality will be maintained to the extent possible within legal requirements.

The burden of proof needed to substantiate the merits of an academic complaint shall rest with the student. Therefore, the student must demonstrate:

- a. the presence of a wrong or loss;
- b. that the specific alleged incident caused damage;
- c. that there is a remedy available to right the wrong.

Examples of the above may include, but are not necessarily limited to, situations where students feel that they received an inappropriate grade in a particular course or academic policy was misapplied. They do not include questions concerning admission to a program or a specific course selection.

In keeping with the intent and spirit of this Procedure, it is incumbent upon all parties involved to show respect, civility, restraint, and professionalism in their efforts to resolve complaints. It is incumbent upon faculty members and students to arrange meetings and conferences with each other in good faith and to communicate decisions within established time frames to all concerned parties.

C. Conflict Resolution policy

General Guidelines

1. Students are encouraged to direct their concerns to the faculty member with whom their complaint exists. However, in the event that these efforts fail, the *Conflict Resolution Procedure* provides guidelines and procedures for resolving the conflict.
2. This Procedure is not to be used for complaints of admission. These concerns are to be directed to the College Registrar, and subsequently to the College Admissions Committee.
3. This Procedure is not to be used for complaints of *alleged discrimination or sexual harassment*. These concerns are to be directed to the College Equity Officer, and subsequently another College Procedure for resolution.
4. This conflict resolution process may only be initiated by the affected student and not by third parties in a representative capacity.
5. Students, faculty, and supervisors are encouraged to communicate directly and openly to resolve conflicts at the lowest possible level. However, a designated College counselor acting in the capacity of *student advocate* may serve as an additional resource for the student during the resolution process.
6. The time limits provided in this Procedure shall be strictly observed by all parties, unless extended by written agreement of the parties. The number of days indicated at each step will be considered as the maximum and every effort will be made by the parties to expedite the process. Failure of the student to process the conflict/complaint within the time limits herein provided shall result in the dismissal of the complaint. Failure of faculty, supervisory employees or the administration to process the complaint within the time frames provided shall entitle the student to proceed to the next step of the Procedure.

7. The written conflict/complaint of the student must state pertinent facts in enough detail to enable an otherwise uninformed third-party to determine from the document the academic conflict/complaint requiring resolution, assuming the truth of the facts as stated. The written explanation of the conflict/complaint must specify with particularity the relief sought by the student.
8. In each of the procedure steps, working days shall be defined as any day the College is open for business and shall EXCLUDE Saturdays, Sundays, and any holiday the College has published as "College Closed," and in emergency closings.

D. Conflict Resolution Procedure

It is the College's intent to be responsive to its students and their concerns; therefore, the following conflict resolution procedure has been established.

Step One – Informal Procedure

- a. The student and faculty member(s) will meet within ten (10) working days from when the conflict/complaint or sanction imposed occurred; unless the situation warrants immediate attention.
- b. The faculty member will take a positive approach, explain the reasons for any action, grade, or policy which may have contributed to the conflict/complaint, and find a mutually agreeable solution.
- c. In the case of a final grade, the request for a conference must be made in writing by the student within ten (10) working days from the first day of class of the following semester (Fall, Spring, Summer). Within ten (10) working days of receipt of the student's request, the faculty member, or if unavailable, the faculty member's Department Chair, must hold the conference with the student.
- d. The goal of both parties should be to resolve the issue at this level.

Step Two – Informal Procedure

- a. If within ten (10) working days from the initial meeting to resolve the conflict/complaint as provided in STEP ONE, the conflict/complaint is not resolved to the mutual satisfaction of the student and faculty member; or the conflict/complaint involves perceived unfair treatment by the faculty member, the student may request a meeting with the faculty member's immediate supervisor – the Department Chair (or another Academic Affairs administrator designated by the Vice President, Academic Affairs, if the conflict/complaint is with the Department Chair).
- b. The student and the Department Chair or designated administrator shall meet within ten (10) working days from the date when the student and faculty member determine that the conflict/complaint has not been resolved as provided in STEP TWO, Part a.
- c. The Department Chair or designated administrator will then meet with the faculty member no later than five (5) working days from the date he/she met with the student; unless the situation warrants immediate attention.

Note: As part of the Procedure, the Department Chair or designated administrator may also consult with his/her supervisor, the Vice President, Academic Affairs, the College Director of Human Resources and/or the College Equity Officer to assure equitable

treatment and adherence to College Policies and state and federal laws as related to the conflict/complaint in question.

- d. Within five (5) working days after the meeting with the faculty member, the Department Chair will issue a verbal decision to the student.
- e. The goal of the three parties should be to resolve the issues at this level.

Step Three – Informal Procedure

- a. If the resolution of the Program Director does not resolve the conflict/complaint to the satisfaction of the student, the student may request in writing to proceed to Step Three and shall submit the written complaint to the next higher level of supervision, with a copy to the Vice President, Academic Affairs. The submission of the written conflict/complaint at this Step Three is due within five (5) working days of the student and faculty member's receipt of the findings of the Department Chair or designated administrator in Step Three, including documentation of the dates when the student initially met with the faculty member, and the subsequent meeting with the Department Chair or designated administrator.
- b. Upon receipt of the formal written conflict/complaint, the supervisor of the Department Chair must schedule a meeting with the student within five (5) working days to discuss the conflict/complaint. As part of the Procedure, the supervisor will consult with the faculty member, Department Chair or designated administrator, to assure equitable treatment and adherence to College policies and state and federal laws as related to academic due process. Within 10 (10) working days after the meeting with the student, the supervisor will issue a decision in writing to student, the faculty member, and the Department Chair or designated administrator, with a copy to the Vice President Academic Affairs.

Step Four – Formal Procedure

- a. The student may within five (5) working days of receipt of the disposition of Step Three request in writing to proceed to Step Four in which the Vice President Academic Affairs shall investigate the conflict/complaint. The student shall submit such written request with a summary of findings at Step Two and Three.
- b. The Vice President will meet with the parties directly involved to facilitate a resolution or gather further information from the parties and other resources as needed. The Vice President's investigation shall be conducted confidentially and any individuals interviewed in the course of the investigation shall be advised to maintain such confidentiality.
- c. A written finding will be given within ten (10) days of completion of the investigation by the Vice President, Academic Affairs. A copy of the findings will be provided to all parties and the Vice President of Student Development and Enrollment Services.
- d. The decision of the Vice President, Academic Affairs shall be the final settlement of the conflict/complaint.

Student Request for Conflict Resolution as related to Administrative Policies and Procedures: (Rule 6HX14-4.14.02 / Procedure 4.14.02)

A. Definition

For the purposes of this Procedure a “conflict” or “complaint” is defined as the allegation by a State College of Florida, Manatee - Sarasota student in such instances where the student finds it necessary to secure a resolution to an administrative, non-academic concern including, but not limited to, incorrect assessment of fees, registration or records errors, or advisement issues.

B. Purpose & Conditions for a Conflict Resolution Procedure

State College of Florida, Manatee - Sarasota (SCF) strives to maintain a professional work and academic environment where all students, staff, faculty and other members of the collegiate community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is conducive to learning and working productively. To that end, the purpose of this Procedure is to:

1. Provide students with a complaint mechanism for their perceived conflicts/complaints.
2. Assure students that there will be no retaliation for pursuing the resolution of their conflict/complaint.
3. Provide students with:
 - a. Assurance that policies are applied consistently and equitably;
 - b. An effective method to present concerns to faculty and administration for resolution internally.
 - c. A process that provides a prompt, thorough and impartial investigation.
 - d. The potential for resolution at the lowest level possible.
 - e. Assurance that confidentiality will be maintained to the extent possible within legal requirements.

The burden of proof needed to substantiate the merits of an administrative, non-academic complaint shall rest with the student. Therefore, the student must demonstrate:

- a. The presence of a wrong or loss;
- b. That the specific alleged incident caused damage;
- c. That there is remedy available to right the wrong.

Examples of the above may include, but are not, necessarily limited to, situations or actions where students feel that they were inappropriately assessed a fee, their transcript does not reflect all appropriate documentation, or their “residency” classification is incorrect.

In keeping with the intent and spirit of this Procedure, it is incumbent upon all parties involved to show respect, civility, restraint, and professionalism in their efforts to resolve conflicts and complaints. It is incumbent upon all administrative staff, faculty and students to arrange meetings and conferences with each other in good faith and to communicate decisions within established time frames to all concerned parties.

C. Conflict Resolution Policy

General Guidelines:

1. Students are encouraged to direct their concerns to the college employee with whom their conflict/complaint exists informally. However, in the event that these efforts fail, the *Conflict Resolution Procedure* provides the guidelines and procedures for resolving the conflict.
2. This Procedure is not to be used for complaints of admission to an academic program. These concerns are to be directed to the AVP, Enrollment Services, and subsequently to the College Admissions Committee.
3. This Procedure is not to be used for complaints of alleged *harassment or discrimination*. These concerns are to be directed to the College Equity Officer, and subsequently another College Procedure for resolution.
4. This conflict resolution process may only be initiated by the affected student and not by third parties in a representative capacity.
5. Students and college employees are encouraged to communicate directly and openly to resolve conflicts at the lowest possible level. However, a designated College _advisor from Student Services may serve as an alternate contact to the College employee in the event that the college employee is not available, and/or a situation warrants immediate attention.
6. The time limits provided in this Procedure shall be strictly observed by all parties, unless extended by written agreement of the parties. The number of days indicated at each step will be considered as the maximum and every effort will be made by the parties to expedite the process. Failure of the student to process the conflict/complaint within the time limits herein provided shall result in the dismissal of the complaint. Failure of faculty, supervisory employees or the administration to process the complaint within the time frames provided shall entitle the student to proceed to the next step of the Procedure.
7. The written conflict/complaint of the student must state pertinent facts in enough detail to enable an otherwise uninformed third-party to determine from the document the administrative non- academic conflict/complaint requiring resolution, assuming the truth of the facts as stated. The written explanation of the conflict/complaint must specify with particularity the relief sought by the student.
8. In each of the Procedure steps, working days shall be defined as any day the College is open for business and shall EXCLUDE Saturday, Sundays, any holiday the College has published as "College Closed," and emergency closings.

D. Conflict Resolution Procedure

It is the College's intent to be responsive to its students and their concerns; therefore, the following conflict resolution procedure has been established.

Step One – Informal Procedure

- a. The student and college employee will meet within ten (10) working days from when the conflict/complaint occurred; unless the situation warrants immediate attention.
- b. The college employee will take a positive approach, explain the reasons for any action, documentation, or policy which may have contributed to the complaint, and seek a mutually

agreeable solution.

- c. The goal of both parties should be to resolve the issues at this level.

Step Two – Informal Procedure

- a. If within ten (10) working days of the initial meeting to resolve the conflict/complaint as provided in STEP ONE, the conflict/complaint is not resolved to the mutual satisfaction of the student and college employee, or the conflict/complaint involves treatment by the college employee that is perceived by the student as unfair; the student may request a meeting with the employee's department supervisor (coordinator, director of department).
- b. The student and the department supervisor must meet within ten (10) working days from the date the student and the college employee determine that the conflict/complaint has not been resolved as provided in STEP TWO, part a.
- c. The department supervisor will then meet with the college employee no later than five (5) working days from the date he/she met with the student; unless the situation warrants immediate attention.
- d. Within five (5) working days after the meeting with the college employee, the department supervisor will issue a verbal decision to the student.
- e. The goal of the three parties should be to resolve the issues at this level. Step

Three – Formal Procedure

To pursue Step Three, if the matter is not resolved at Step Two, the option below must be followed.

- a. If the resolution of the department supervisor does not resolve the conflict/complaint to the satisfaction of the student, the student may within five (5) working days of receipt of the disposition at Step Two, request in writing to proceed to Step Three in which the Vice President, Student Affairs shall investigate the conflict/complaint. The student shall submit such written request to Step Three of the procedure with a summary of the oral findings at Steps One and Two.
- b. The Vice President, Student Affairs will meet with the parties directly involved to facilitate a resolution or gather further information from the other sources as needed. The Vice President's investigation shall be conducted confidentially, and any individuals interviewed in the course of the investigation shall be advised to maintain such confidentiality.
- c. A written finding will be given within ten (10) working days of completion of the investigation by the Vice President, Student Affairs. A copy of the findings will be provided to all parties, the President of the College and/or members of the President's Executive Council as appropriate.

Step Four – Formal Procedure (Conflict Resolution Committee)

- a. The student may, within five (5) working days of receipt of the written disposition of STEP THREE, request in writing to proceed to Step Four in which the College Administrative Conflict Resolution Committee shall investigate and adjudicate the request.
- b. Within ten (10) working days of receipt of the student's request, the Vice President, Student Affairs will convene the College Administrative Conflict Resolution Committee and provide the Committee with the original conflict/complaint allegations and written responses. The Committee will have fifteen (15) working days to conduct the investigation and a Hearing.
- c. The College Administrative Conflict Resolution Committee shall render its decision after

completion of the Hearing. The Committee may accept or reject, in whole or part, or may modify the findings and conclusions. Within ten (10) working days of the Hearing the Committee shall make a written report of its decision to the student, college employee, department supervisor, President of the College and/or members of the President's Executive Council as appropriate.

- d. The decision of the College Administrative Conflict Resolution Committee shall be the final settlement of the conflict/complaint.

E. College Administrative Conflict Resolution Committee

1. Composition

Membership of the College Administrative Conflict Resolution Committee shall consist of two full-time faculty members; one career member; and one administrative/professional staff member, all of whom will be selected by the College President from the College's Conflict Resolution Pool; plus one student selected by the respective campus Student Government Association; the Vice President, Student Affairs who will be a non-voting member. The Executive Director, Human Resources will be the non-voting chairperson of the Committee. Student members shall serve for no more than one calendar year.

2. Training Program

The College will provide a training program for those persons who agree to serve on the Administrative Conflict Resolution Committee to familiarize them with the College Regulations, procedural and substantive due process, and the role of the Committee.

3. Prior Knowledge or Bias

Any Committee member having personal knowledge of the matter to be heard, or a bias or conflict with respect thereto, may disqualify himself/herself, or may be disqualified by a vote of three members of the committee. Alternates may be appointed by the College President as required.

4. Hearing Guidelines

- a. The Executive Director, Human Resources will convene the Committee, and the Vice President, Student Affairs will provide information related to the case. Five members of the Committee will constitute a quorum. One member of the quorum must be a student.
- b. The College Administrative Conflict Resolution Committee shall not be bound by the technical rules of evidence, but may hear and receive any testimony of evidence which it deems is relevant and material to the conflict/complaint.
- c. Only the primary parties in interest (and their advisors; if any) and members of the Administrative Conflict Resolution Committee will be permitted to be present throughout the Hearing.
- d. A College advisor from Student Services acting in the capacity of *student* advocate will be available as a resource for the student during the entire Hearing process. The student also has the right to a non-SCF employee advisor of his or her choice, to act in an advisory capacity only. Advisors may not speak for or take the place of the student. Committee

members may address questions to all witnesses of those parties involved. Witnesses will be called individually during a Hearing, and once they have completed their testimony, they will be required to leave the room. All parties shall have the right to offer and examine evidence and to offer and cross-examine witnesses.

- e. The College will transcribe the proceedings at the Hearing at their own cost. All parties shall have reasonable access to such record at the requestor's expense.
- f. When the chairperson determines, that all evidence, statements, and relevant presentations have been received and reviewed, the primary parties in interest will be entitled to make closing statements.
- g. The Administrative Conflict Resolution Committee will convene in closed session to determine a resolution to the conflict/complaint.
- h. The decision of the Administrative Conflict Resolution Committee shall be the final settlement of the adjudication process, and as such, the final step in the resolution of the conflict/complaint.

HEALTH PROFESSIONS FORMS

You will be required to sign copies of the forms
in this section to enroll in any of the
Health Professions Programs

Your Signature acknowledges adherence to the
policies and procedures of the health program in
which you are enrolled.

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

Laboratory Experiences Informed Consent

During the laboratory sessions of any of the Health Professions Programs students will participate in various activities and simulations as both the patient/client and the practitioner. Each type of participation provides valuable learning for students.

As a student enrolled in this program, you will participate in these experiences unless there is a medical/health reason that precludes your participation. It is your individual responsibility to inform the laboratory instructors of any condition which might affect your participation. At that time, a decision will be made relative to your involvement/participation in laboratory activities and/or continuation in the program.

While acting as a patient/client in a laboratory activity, if a student experiences unusual discomfort, it is the student's responsibility to inform instructors immediately.

Physical contact during laboratory activities and simulations will be expected during laboratory sessions. If physical contact poses a problem, it is the student's responsibility to discuss this with the course instructor to create strategies related to involvement/participation in laboratory activities and/or continuation in the program.

I, _____, understand the above information and recognize that it is my responsibility to inform a laboratory instructor of any known medical/health reason which may preclude my participation either acting as a patient/client provider or practitioner during activities and simulations during this health science program, including eligibility for continuation in the program.

Signature

Date

Print Name

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

Release for Photography/Video/Voice Use

As a student in one of the colleges health professions programs, I understand that there may be occasions where audiovisual images of students participating in the activities of the programs may be taken for use as a part of various college related publications, presentations, etc.

I hereby grant State College of Florida, their legal representatives and assigns, the right and permission to publish, without charge, and use photographic pictures, broadcast videotaped or filmed footage, including audio of myself (or the minor) taken while I am a student or a participant in one of the college's health science programs.

These pictures/videos/audios may also be used in any medium for purposes of editorial use, advertising, display, reproduction, or publication in any other manner. I hereby warrant that I (or the undersigned parent/guardian) am over 18 years of age and am competent to contract in my own name insofar as the above is concerned.

Name of Person in Image: _____
Please Print

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Signature _____ Date: _____
Student or Guardian

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

Student Handbook Acknowledgment Form

I, _____, have received, reviewed, and understand the content in this Health Professions Programs Student Handbook. I am aware of and accept my responsibilities to both the college and the program in regard to rules and regulations. I understand that I am to maintain the professional attitudes and behaviors reflected in the guidelines of this Handbook. Furthermore, I understand that this Handbook is subject to revision. Any revisions will be updated in writing, and will become effective upon notification.

Signature

Date

Print Name

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

**State College of Florida
Health Professions Programs**

Student Consent Form

As a student enrolled in an SCF Health Professions Program, I understand that the required clinical experience in various health care facilities may expose me to environmental hazards and infectious disease including, but not limited to Tuberculosis, Hepatitis B, and HIV (AIDS).

State College of Florida carries limited accident insurance on all students enrolled in a clinical course. This insurance is automatically included in the fees paid each semester. However, neither State College of Florida nor any of the clinical facilities used for clinical experience assumes liability if a student is injured or exposed to infectious disease in the clinical facility during assigned clinical experiences, unless the injury/exposure is a direct result of negligence by the college or the clinical facility. As a student, I understand that I am responsible for the cost of health care for any personal injury/illness that occurs during my education. *SCF Strongly recommends that students purchase their own health insurance.*

Every Health Professions Student is required to carry liability insurance and accident insurance while enrolled in clinical courses. This insurance is automatically included in the associated laboratory fees paid each year.

I also understand my responsibility to strictly maintain the confidentiality of all client information, whether personal or medical, as well as keep confidential any information related to the clinical facility. As a Health Professions student, I clearly understand and fully agree, under penalty of law, that I shall never inappropriately access, disclose or reveal in any way, either directly or indirectly, any information from a client's record or related to the care and treatment of any client, except, as needed, to authorized clinical staff. Photography/video of patients/clients as well as discussion of any patient/client information via social media is strictly prohibited and grounds for immediate dismissal. I further agree not to reveal any confidential information about the clinical facility to any third person.

Students are responsible for adhering to the policies and procedures as outlined in the SCF Health Professions Programs Handbook and the SCF Student Handbook.

My signature on this form confirms that I understand and assume responsibility for the inherent risks involved in being a student in a Health Professions Program at State College of Florida, and for adhering to the above policies.

<hr/> Print Name	G00# <hr/>
<hr/> Signature	<hr/> Date

Please indicate which program you are enrolled in:

☐ Dental Hygiene ☐ Nursing ☐ OTA ☐ PTA ☐ Radiography

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

Graduate Survey Consent

I, _____, hereby, grant permission for the program to survey my employer after six months and one year after graduation, about my job performance as it relates to the specific health profession program outcomes/competencies for which I was prepared in the program.

I understand that the information will be confidential and will only be used for program evaluation and improvement.

Signature

Date

Current email – not SCF email

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

Benefit Waiver

I, _____ as a student enrolled in a program within the
Student Name – Please Print
Health Professions Programs, understand that I will be assigned to various clinics/agencies/institutions to complete the program requirements for graduation. I understand and agree that I am not an employee of any assigned facility or State College of Florida for any purpose, and I am not eligible for any employee benefits, including coverage by the Worker's Compensation Act. I also understand and agree that I shall, at all times, be subject to the policies and regulations of the Clinic/Agency/Institution concerning their operating, administrative and procedural functions.

Signature

Date

Print Name

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

**State College of Florida, Manatee-Sarasota
Health Professions Programs**

FERPA Release for Clinical Affiliation

Name of Student

Date of Birth

G00#

I, the undersigned, authorize State College of Florida to release records and information relating to grades, course attendance, criminal background check, vaccination/immunization records, TB results, drug screening results, course performance, clinical performance, disciplinary proceedings, and schedules to representatives of all assigned clinical facilities for the purpose of verifying clinical affiliation eligibility and monitoring clinical program progress. I understand that 1) I have the right not to consent to the release of my education records and 2) that this consent shall remain in effect until revoked by me, in writing, and delivered to the Program Director, but that any such revocation shall not affect disclosures previously made by the College prior to the receipt of any such written revocation.

Student Signature

Date

Signature of Course Coordinator

Date

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

State College of Florida, Manatee-Sarasota
Health Professions Program
Safety Sensitive Precautions

Date: _____

_____ has been placed on Safety Sensitive Precautions as a result of the following prescription medications:

If at any time the instructor believes that _____ is impaired in any way from the prescription drug(s) that may jeopardize the safety of the client, the student will be removed from the clinical and/or the program until satisfactory medical release is received.

Signature

Date

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

State College of Florida - Health Professions Programs
Substance Abuse Documentation Form - Observable and Suspicious Behaviors

Student Name: _____ Date: _____

Absenteeism

- ☐ Frequent Monday or Friday absences: _____
- ☐ Multiple unauthorized absences from class or clinical _____
- ☐ Excessive tardiness: _____
- ☐ Improbable excuses for absence: _____
- ☐ Leaving school or the clinical agency early: _____
- ☐ Prolonged breaks: _____
- ☐ Frequent trips to the bathroom: _____
- ☐ Illness on the job or in the classroom: _____

Unexpected Events – Especially resulting in injury or damages

- ☐ Falling asleep in class or clinical: _____
- ☐ Frequent or unexplained accidents: _____
- ☐ Any fall or faint or loss of equilibrium or consciousness, which suggests impairment: _____

Confusion and difficulty concentrating

- ☐ Difficulty remembering details or directions: _____
- ☐ Jobs/projects/assignments taking excessive time: _____
- ☐ Increasing difficulty with complex assignments: _____
- ☐ General difficulty with recall: _____

Lowering efficiency

- ☐ Mistakes of judgment: _____
- ☐ Wasting materials: _____
- ☐ Blaming or making excuses for poor performance: _____
- ☐ Deterioration of ability to make sound judgments: _____
- ☐ Spasmodic work patterns or academic performance: _____

Poor relationships with peers

- ☐ Avoidance of others: _____
- ☐ Hostile/irritable attitude: _____
- ☐ Reacts rather than responds to others: _____
- ☐ Overreacts to criticism or correction: _____
- ☐ Unreasonable resentments: _____
- ☐ Unpredictable, rapid mood swings: _____
- ☐ Borrowing money from peers: _____

Physical signs

- ☐ Alcoholic or suspicious breath odors/frequent use of mints/mouthwash: _____
- ☐ Diaphoresis: _____
- ☐ Dilated pupils: _____
- ☐ Abnormal pulse/respirations/BP: _____

Person(s) documenting above behaviors: _____ Date: _____
This list provides examples and is not exhaustive. Please provide additional comments as needed.

STATE COLLEGE OF FLORIDA
MANATEE-SARASOTA
HEALTH PROFESSIONS PROGRAMS
Permission to Audio Tape Course Lectures

I, _____ have requested to audio tape a lectures in
(Print Name)
_____ a course in the Occupational Therapy Assistant
(Course Number & Name)
Program during the Spring / Fall semester of _____ (year). I understand that the audio tapes
from this course will be used exclusively by me and will not be shared with any individuals including
students currently in the program. I also understand that I will not make copies of the tapes or
download them to any form of social media including Facebook, Twitter, etc. I also agree to destroy the
tapes upon completion of the course.

Failure to adhere to this agreement will result in loss of permission to audio tape any further lecture s in
any course in the OTA program.

Student Signature

Date

Course Faculty Signature

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

Created: 2018

Health Professions Programs Student Handbook Part II:

Policies Specific to
Physical Therapist Assistant Program

2018-2020

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WELCOME LETTER

Dear Student Physical Therapist Assistant:

I would like to welcome you to the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota. You are about to embark on a journey filled with challenges and new experiences. Your decision to become a Physical Therapist Assistant will require total commitment on your part for the next two years. Although there is a lot of hard work ahead of you, I hope you will find it enjoyable and rewarding.

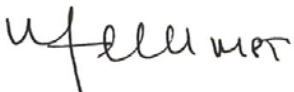
The faculty are dedicated to providing a complete and comprehensive learning experience. We will continually evaluate and modify your course of study and learning experiences in an effort to help you achieve the competencies required of a PTA. It is your responsibility to meet the objectives required to complete the program and become eligible to take the examination for licensure.

The PTA Program at SCF, is accredited by The Commission on Accreditation in Physical Therapy Education, (CAPTE). During your matriculation in the program we will be asking for your participation in the ongoing process of program accreditation, assessment and development.

The PTA Student Handbook has been designed as a reference for you regarding program policies and procedures. Please review this handbook. Any additional questions or concerns should be directed to the program director. All students are subject to regulations outlined in the SCF college catalog, the SCF Student Handbook and this handbook.

I wish you success during your course of study and offer my sincere commitment to assist you in attaining your goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew Connell".

Matthew Connell, MPT
Program Director
Physical Therapist Assistant Program
State College of Florida, Manatee-Sarasota

Physical Therapist Assistant Program

Administration, Faculty and Staff Listing

State College of Florida President:	Dr. Carol Probstfeld
Executive Vice President and Provost:	Dr. Todd Fritch
Dean of Nursing and Health Professions:	Dr. Roseanne Fairchild
PTA Program Director/ACCE:	Matthew Connell, MPT connelm@scf.edu
PTA Program Core Faculty:	Del Carr, PT carrd@SCF.edu
PTA Program Adjunct Faculty:	Charlene Casey, PTA Lori Childers, PTA Ryan Deckinga, PTA Tracy Pritchard, DPT Roxanne Stephenson, PTA April Tardiff, PTA Lorraine Tyner, PT, MSPT
OTA/PTA Department Secretary:	Norma Davies DaviesN@scf.edu
Department Contact Information:	Phone: 941-752-5346 Web: www.scf.edu/pta

ACCREDITATION STATUS

State College of Florida, Manatee-Sarasota is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of State College of Florida, Manatee-Sarasota.

The Physical Therapist Assistant Program at The State College of Florida, Manatee-Sarasota is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245;

email: accreditation@apta.org website: www.capteonline.org

For further information, contact:

The American Physical Therapy Association
1111 N. Fairfax St.
Alexandria, VA 22314-1488
1-800-999-2782

www.apta.org

The Florida Department of Health Board of Physical Therapy Practice
4042 Bald Cypress Way Bin #C05
Tallahassee, FL 32399-3255
1-850-245-4373

<http://floridasphysicaltherapy.gov/>

Federation of State Boards of Physical Therapy
509 Wythe St.
Alexandria, VA 22314
1-800-200-3031

www.fsbpt.org

PTA Program Mission

The SCF Physical Therapist Assistant program, guided by measurable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills and attitudes expected of an entry level physical therapist assistant.

PTA Program Philosophy

The philosophy of the Physical Therapist Assistant Program reflects the mission of State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention, diagnosis and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The physical therapist assistant works under the direction of a licensed physical therapist, to assist clients to develop or restore functions of the musculoskeletal and neuromuscular systems. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction in daily living. The assistant participates in assessment by observational, verbal or manual determinations of function, relative to physical therapy. The PTA is concerned with factors of prevention, treatment, and rehabilitation of musculoskeletal and neuromuscular dysfunctions, including client and family education.

The PTA provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease or dysfunction. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the physical therapist assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking to make decisions, and to act responsibly according to the professional standards of practice. Learners in the Physical Therapist Assistant Program are self-motivated adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners' needs, the teaching-learning process should be flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The role of the faculty is to facilitate learning through a multitude of opportunities and experiences. The role of the student is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the graduate reflects critical thinking, clinical accountability, and a commitment to caring. This practice can take place in various health care settings where policies and procedures exist, and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

PTA PROGRAM STATISTICS

The Physical Therapist Assistant program at the State College of Florida is a limited enrolment program that accepts 24 students into the program annually. Applications are accepted January 1st – March 1st of the year in which a student would start the program.

*Data below represent the most current data as of 5/1/2018

- Average annual program applications received in: (2017 - 2018).....116
- Average annual program graduation rate: (2017 – 2018).....72%
- Two-Year Ultimate Exam pass rate, as reported by FSBPT: (2015- 2016)*.....95%
- Two-Year Graduate Employment Rate: (2015 -2016)**.....100%

*Exam Pass rate data represents most recent Two-Year Ultimate Pass rate data published by FSBPT at www.fsbpt.org

**Graduate Employment Rate is calculated based on those graduates, who have passed the licensure exam and are employed as physical therapist assistance within 6 months of passing the licensure exam.

PHYSICAL THERAPIST ASSISTANT CAREER OUTLOOK

For additional information regarding career opportunities and PTA career outlook please refer to the US bureau of labor statistics.

<http://www.bls.gov/ooh/Healthcare/Physical-therapist-assistants-and-aides.htm>

Estimated Cost of Physical Therapy Program 2018-2019

Estimated Cost of Required General Education Courses:

Course #	Course Name	Cr. Hours	Term	Lab Fees	In-state Tuition	Out - of- State Tuition
BSC 2085	Anatomy & Physiology I	4	NA	\$45.00	\$409.92	\$1,546.08
BSC 2086	Anatomy & Physiology II	4	NA	\$50.00	\$409.92	\$1,546.08
MAT	Area II, A.S. mathematics	3	NA		\$307.44	\$1,159.56
PSY 2012	General Psychology	3	NA		\$307.44	\$1,159.56
DEP 2004	Human Development: Life Span	3	NA		\$307.44	\$1,159.56
ENC 1101	Written Communication I	3	NA		\$307.44	\$1,159.56
ENC 1102	Written Communications II or	3	NA			
SPC 1608	Fundamentals of Speech	3	NA		\$307.44	\$1,159.56
Humanities	From Area IV, A.A.S., ED. Req.	3	NA		\$307.44	\$1,159.56
	Total General Education Credits/Costs	26		\$95.00	\$2,664.48	\$10,049.52

Estimated Cost of PTA Program:

Semester Hours	Gen Ed.	Fall I	Spring I	Fall II	Spring II	Totals
Cr. Hrs	26	11	15	11	11	74
App. Fee	\$ 20.00					\$ 20.00
Tuition*	\$ 2,664.48	\$ 1,127.28	\$ 1,537.20	\$ 1,127.28	\$ 1,127.28	\$7,583.52
CPR	\$ 55.00					\$ 55.00
Physical Exam & Titer/Immunizations	\$ 450.00			\$50.00		\$ 500.00
Books & Supplies		\$ 530.00	\$ 175.00	\$ 140.00		\$ 845.00
Lab Fees	\$ 95.00	\$ 36.00	\$ 30.00	\$ 15.50	\$ 50.00	\$ 226.50
Access Fee	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 200.00
Uniform		\$ 46.00				\$ 46.00
APTA Dues		\$ 90.00		\$ 90.00		\$ 180.00
Graduation Fee					\$ 20.00	\$ 20.00
Licensure Fees					\$ 750.00	\$ 750.00
Total by Term	\$ 3,324.48	\$ 1,869.28	\$ 1,782.20	\$ 1,462.78	\$ 1,987.28	
Total Cost for Program*						\$ 10,426.02

* Tuition for the program is computed on in-state tuition of \$102.48 per credit hour for Florida residents. Non-Florida residents' tuition rate is \$386.52 per credit hour.

All costs are estimates and subject to change without notice and when conditions dictate. Current tuition fees are posted at: www.scf.edu/Tuition

State College of Florida Physical Therapist Assistant Program

Curriculum Effective January-2009

HOURS /WEEK		<u>LEC.</u>	<u>LAB</u>	<u>CREDITS</u>
SPRING SEMESTER				
BSC 2085C	*Anatomy and Physiology I	3	3	4
ENC 1101	*Written Communications I	3	0	3
PSY 2012	*General Psychology	3	0	3
Mathematics	*Choose from any Area II, AS	3	0	<u>3</u>
				13

*These courses **MUST** be completed **PRIOR** to entry into the Physical Therapist Assistant Program.

* These courses **MUST** be completed at the time of application.

FALL SEMESTER

BSC 2086C	Anatomy and Physiology II	3	3	4
PHT 1007C	Introduction to Physical Therapy And Patient Care	3	6	5
PHT 1124C	Applied Anatomy and Kinesiology	4	6	<u>6</u>
				15

SPRING SEMESTER

PHT 1211C	11 Weeks	Disabilities and PT Procedures I	6	9	6
PHT 2337C	11 Weeks	Disabilities and PT Procedures II	6	5	5
PHT 1800L	4 Weeks	Clinical Experience I	0	40	<u>4</u>
					15

FALL SEMESTER

ENC 1102 or SPC 1600		Written Communication II <u>or</u> Fundamentals of Speech Comm.	3	0	3
DEP 2004		Human Development: Life Span	3	0	3
PHT 2321C	10 Weeks	Disabilities and PT Procedures III	6	8	5
PHT 2810L	6 Weeks	Clinical Experience II	0	40	<u>6</u>
					17

*******SPRING**

SEMESTER

Humanities		Choose from Area IV, A.S.			
		General Education Requirements	3	0	3
PHT 2820L	7 Weeks	Clinical Experience III	0	40	8
PHT 2931		Trends in Physical Therapy	3	0	<u>3</u>
					14

Total Credits 74

Physical Therapist Assistant Program Outcomes

Upon successful completion of the physical therapist assistant program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
 - 1.1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
 - 1.2. Collaborate with the client, significant others, therapist, and other members of the health team to develop and individualized plan of care.
 - 1.3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
 - 1.4. Identify individual client needs and use available resources to assist in meeting those needs.
 - 1.5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.
2. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
 - 2.1. Establish positive professional relationships in the health care setting.
 - 2.2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
 - 2.3. Communicate orally and document in writing, client responses to treatment interventions.
 - 2.4. Demonstrate effective management skills in planning and implementing physical therapy programs.
3. Incorporate values and attitudes congruent with the profession's standards and ethics.
 - 3.1. Maintain confidentiality of client information.
 - 3.2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
 - 3.3. Follow the Guide to Physical Therapist Practice.
 - 3.4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.
4. Use resources for continued personal and professional growth.

Physical Therapist Assistant Performance Standards

For Admission, Progression and Graduation in the Physical Therapist Assistant Program at State College of Florida, Manatee-Sarasota

Successful participation and completion of the Physical Therapist Assistant Program requires that a candidate be able to meet the demands of the program. Physical Therapist Assistant students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the physical therapist assistant's professional career. Those abilities that the physical therapist assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

STANDARD	BEHAVIOR	EXAMPLES
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none"> - Applies critical thinking processes to work in the classroom, laboratory and the clinic. - Exercises sound judgment in class, laboratory and in clinic. - Follows safety procedures established for each class, laboratory and clinic. - Demonstrates ability to self-evaluate. - Demonstrates ability to identify problems and offer possible solutions.
Interpersonal	Demonstrates the ability to relate to other people beyond giving and receiving instructions. Cooperates with others.	<ul style="list-style-type: none"> - Demonstrates interest in classmates, faculty, and patients/clients. - Demonstrates the ability to get along with and cooperate with others. - Demonstrates ability to relate to other people beyond giving and receiving instructions. - Demonstrates ability to maintain poise and flexibility in stressful or changing conditions. - Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.
Communication (Includes: speech, language, nonverbal, reading, writing and computer literacy.)	Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues.	<ul style="list-style-type: none"> - Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms. - Responds to patient calling or any other warning call and machine alarm. - Participates in group meetings to deliver and receive information and respond to questions from a variety of sources. - Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.
Motor Skills	Demonstrates the ability to execute motor movements reasonably required to provide general and emergency	<ul style="list-style-type: none"> - Moves around in classroom, laboratory, patient/client's room, therapy/treatment area. - Walks to and from departments to patient/client's rooms.

	care and treatment to patients/clients.	<ul style="list-style-type: none"> - Provides for patient/client safety and well-being in all therapeutic or transporting activities. - Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions. - Performs CPR.
Hearing	Demonstrates functional use of hearing to monitor and assess health needs.	<ul style="list-style-type: none"> - Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations. - Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian. - Responds to monitor alarms or cry for help.
Visual	Demonstrates visual acuity and perception sufficient for observation and assessment.	<ul style="list-style-type: none"> - Demonstrates ability to observe lectures, and laboratory demonstrations. - Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions. - Receives information from treatment environment.
Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	<ul style="list-style-type: none"> - Senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature to gather accurate objective evaluative information in a timely manner.
Self-Care	Maintains general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting.	<ul style="list-style-type: none"> - Maintains hygiene. - Demonstrates safety habits and work area neatness. - Maintains a healthy lifestyle.
Intellectual Abilities	Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	<ul style="list-style-type: none"> - Demonstrates ability to comprehend and follow verbal and written instructions. - Demonstrates ability to perform simple and repetitive tasks. - Can learn to reconcile conflicting information - Written communication: Demonstrates ability to use proper punctuation, grammar, and spelling; work is neat and legible.
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	<ul style="list-style-type: none"> - Completes readings, assignments, and other activities outside of class hours. - Demonstrates initiative, motivation and enthusiasm. - Demonstrates ability to complete all work without evidence of cheating or plagiarism. - Attends all class/ laboratory/clinical as assigned. - Is consistently punctual to all class, laboratory, and clinical assignments.

Affective Learning Skills (behavioral & social attitudes)	Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical setting. Acknowledges and respects individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.	<ul style="list-style-type: none"> - Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints. - Demonstrates willingness to accept challenges. - Open to feedback. - Listens actively. - Follows guidelines and rules for the program and college.
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If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Academic Advisement

Upon acceptance into the PTA program, students will be assigned a program faculty member as a faculty advisor. Students will meet once each semester with a faculty advisor to review progress in the program. During clinical experiences, ACCE or clinical faculty mid-term visits may be utilized as a faculty advisor meeting. Students may also request additional meeting with advisors or program faculty as needed. Faculty office hours are listed on course syllabi, and available from the department secretary. Appointments should be made through the department secretary. Meetings will be held in private locations and can be behind closed doors if required. Information shared between the faculty advisor and student will remain confidential.

If a problem should arise during a clinical experience, students should follow the proper lines of communication. The Academic Coordinator of Clinical Education (ACCE) is available at all times during clinical affiliations by office phone, cell phone, e-mail or text messaging.

Academic Dishonesty

The College and the PTA Program do not condone plagiarism or academic dishonesty. The college and program define academic cheating or plagiarism as follows: the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension or any lesser penalty may be imposed for plagiarism and academic dishonesty.

Confidentiality & Student Records

Once accepted to the program, student records will be maintained including but not limited to; general student information, signed consent forms, documentation of competencies, documentation of student meetings, etc. Files are maintained with the highest level of student confidentiality in mind. All program filing cabinets containing student information are located in rooms that are not readily accessible to students. Rooms are locked when the building is closed or when there are no faculty/staff in the office area. Student medical records are maintained electronically through a third-party vendor. This allows students unlimited access to personal medical records and houses this information on external protected servers. In the event that a hard copy is presented to the department, they are stored in the student's file as noted above. Students have access to their program file by asking the department secretary or program director.

PTA Program Evaluation

Throughout the course of the program, students participate in evaluation of the PTA courses and instructors. Prior to graduation, students will be asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation surveys. Employer surveys will be sent out within 12 months post-graduation. Upon graduation, students will participate in exit questionnaires for program evaluation. Follow-up surveys will be sent to graduates at within one-year post-graduation. Results of these surveys will assist in program evaluation, to review, revise, and enhance the program curriculum.

Instructional Facilities

The OTA/PTA Building, located on the northeast corner of the SCF Bradenton Campus, is Building #28. The building contains the OTA classroom/laboratory, (#28-121) the PTA classroom/laboratory (#28-120), and the OTA/PTA faculty offices. The telephone number is 941-752-5346. Building hours are 8:00 AM to 4:00 PM Monday through Friday. Additional dedicated classroom space is available in the Nursing Education building, #29 room 136. Student lockers are provided in the public restrooms of the #28 building. Students are responsible for providing locks AND must request a locker from the program secretary. The college and program are not responsible for items left in lockers. All locks must be removed at the end of each semester.

Student Lockers

Lockers are available in the men's/women's bathrooms in Building 28 for student use. These lockers are restricted for students in the OTA and PTA programs only. The students will identify the number of the locker they wish to use and request that this locker be assigned to them for the academic year with the department secretary. Students are responsible for providing their own locks. **ALL LOCKS MUST BE REMOVED, AND LOCKERS EMPTIED AT THE END OF EACH SEMESTER.** At the end of the semester, students will be reminded to empty lockers. If lockers are not emptied after proper notice, the lock will be removed, and any items left in the locker will be discarded. If a lock is placed on an unassigned locker, the lock will be removed, and the contents of the locker discarded. SCF faculty/staff are not responsible for any items placed in these lockers.

Bulletin Boards

Student communication boards are located in the classroom/laboratory areas for communication between faculty and students. Students are responsible for reading notices, etc. posted on bulletin boards. Students will request permission from the program director prior to posting notices. A student communication box is located on the department secretary's desk. Please check this box regularly for messages.

Rules of the PTA Classroom and Laboratory

1. Use of Open Lab hours requires the presence of an OTA/PTA faculty member in building 28 or 29.
2. Equipment and supplies are to be used for lab sessions, practical examinations and student practice sessions only. Under no circumstances will equipment be used for treatment of other individuals. PTA students may practice on each other, OTA students, or PTA/OTA faculty.
3. Equipment and supplies will be used only according to course sequence. Students may not use equipment and supplies for which they have not yet been trained in the PTA program.
4. Students are responsible for the tidiness of the equipment and lab. If a student notices a shortage of supplies or faulty equipment, an instructor should be promptly notified. The students will check linen supplies in and out and clean all treatment areas following labs.
5. Students will wear appropriate lab clothing: shorts for males; shorts and bathing suit tops or halter tops for women. One-piece bathing suits are not acceptable. No shoes may be worn on treatment mats or tables. Students will wear clinical uniforms for laboratory practical examinations. Students must be ready to begin lab at scheduled times, dressed in appropriate lab attire. Failure to be appropriately dressed for lab may result in the student's inability to participate in that lab session.
6. Students should protect the privacy of each other by using appropriate draping or closing the curtains if the potential for personal exposure exists.
7. Students utilizing open lab must sign in/out at the department secretary's desk.

Clinical Simulation Area

The clinical simulation area of the classroom/laboratory provides a clinic-like setting to practice PTA skills. Supplies and equipment necessary for the performance of a variety of PTA skills are available in this area. Laboratory time is required as part of many of the PTA courses and will be scheduled in the same manner as the classroom hours. Students also are encouraged to use the laboratory for individual practice during Open Lab hours. Open lab hours will be posted for each semester. A faculty member must be present in building 28 or 29 during Open Lab hours. Students must sign in and out of Open Lab. Only skills learned in the PTA program may be practiced. Students may only practice with/on each other, PTA/OTA faculty or OTA students.

During the laboratory sessions of the PTA program, students will participate in various physical therapy techniques as both the person receiving the technique and performing the technique. Each type of participation provides a valuable learning experience. Students will participate in these experiences unless there is a medical reason that precludes participation. It is the student's responsibility to inform the instructors of any physical condition which might affect participation.

On rare occasions, while learning a physical therapy technique, the recipient of the technique may experience pain or discomfort. If this happens, the student must inform the lab instructor. Physical contact during activities such as manual muscle testing, range of motion, and other therapeutic techniques should be expected during laboratory sessions. If physical contact poses a problem, please discuss this with the course instructor, advisor, or program director. A laboratory experiences informed consent form will be issued for student signature during orientation.

Student Assignment to:

Lecture/Laboratory Sections and Practical Examinations

Students will be randomly assigned to Lecture and laboratory sections by the program.

Practical examinations will be scheduled within the regular lecture and/or lab times. Students will be randomly assigned to practical examination times. Changes in assigned lecture, laboratory section or lab practical times must have prior approval of the instructor.

If practical testing requires greater than one day, students will be unable to study in the OTA/PTA building once practical examinations have begun. Students will be allowed in the building only for scheduled classes, faculty appointments, and practical testing. Students should arrive 15 minutes prior to the scheduled practical exam time and must exit the building immediately following their exam. No books, backpacks, notes or cell phones may be brought into the pre-test or testing areas during practical examinations. Students are requested to adhere to the Academic Honor Code and avoid discussion of practical cases and testing until all testing has been completed. To insure fairness to all students, practical cases will be changed and re-numbered for each testing session. Practical evaluations and grades will be distributed upon completion of all testing. Remediation assignments will be made at that time.

Clinical Site Locations

Students are assigned to clinical facilities based on available agencies and student learning needs. Students will be randomly assigned to three clinical sites during the program. Every attempt will be made to provide students with a variety of experiences and will allow for at minimum at least one (1) in-patient and one (1) out-patient setting. Students are discouraged from affiliating with sites of previous or current employment, shadowing, interning or other professional relationships. Most clinical education sites are within the service area of the college (Manatee /Sarasota counties) and are within driving distance from SCF. Students are responsible for their own transportation.

The clinical experience courses are full-time clinical blocks. Students will adhere to clinical education site hours of operation. Some clinical facilities may have flexible hours; however, students are responsible for completing a full-time (40 hour) clinical week. Any clinical absence must be made up prior to the start of the next semester. Makeup days must be preapproved by the ACCE. A grade of incomplete will be submitted until all coursework and clinical hours are remediated.

Student Evaluation:

Student Evaluation in Didactic Courses

Since physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to clients, standards must be maintained which are high enough to insure the effectiveness and competency of program graduates. Individual course syllabi define evaluative components for each course. A grade of “C” or better, as well as the following criteria, is required to complete a course satisfactorily and advance to the next course in the PTA program:

1. The total average cumulative score on all quizzes and assignments must be 70% or higher
AND
2. The average cumulative score on all written exams must be 70% or higher
AND
3. Students must pass EACH laboratory practical examination with a score of 70% or higher

If a student fails to achieve any of the above stated criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

If a student disputes the correct answer of a test question, the question and answer must be submitted to the instructor in writing, with references cited, within 24 hours of the return of the exam.

Communication regarding academic and clinical performance is extremely important to your growth as a student PTA. Faculty strive to maintain consistent communication with students regarding their academic performance. This is done on an individual basis either in person or in writing. Instructors provide continuous information to students regarding their overall course performance throughout the semester via the online learning management system. Students will receive written updates of their assignments, exams, lab course work scores and overall averages throughout the semester.

Student Evaluation in Laboratory Courses

The purpose of the laboratory portion of the PTA program is to evaluate student competence in various psychomotor skills. Individual evaluations for selected competencies are scheduled at various times during the semester. Laboratory practical examinations are delineated in the course syllabi. Critical skills must be performed satisfactorily in laboratory practical examinations by all students, while other skills are evaluated by peers and/or instructors during laboratory sessions.

Clinical skills are evaluated in the physical therapist assistant laboratory via peer and faculty skill check-offs prior to practical exams. Students must have all required peer and faculty skill checks documented in order to take each practical exam. If a Practical Exam must be delayed due to unfinished skill checks, the student will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam.

Both theory and laboratory portions of a course must be completed satisfactorily to progress in the PTA program. If a student fails to achieve any of the above criteria, the highest grade awarded will be a D and the student will not be allowed to advance to the next course in the PTA program.

Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical examination.

Students are required to successfully demonstrate performance of skills to ensure patient safety and correct delivery of interventions. Time for these evaluations is included in scheduled laboratory time. Students are expected to utilize Open Lab hours for practice.

If a student is unable to demonstrate competence in a skill, the student will have one additional attempt to successfully demonstrate the skill. If a student does not achieve the minimum passing grade (70%) on the first attempt, the student will be put on academic probation. The student must demonstrate remedial activities and efforts which suggest that the outcome of the second trial will be different than the initial attempt. Remediation learning activities will be mutually agreed upon by the student, instructor, and/or program director. Performance standards must be met prior to the next scheduled laboratory practical examination. Failure of a second practical examination attempt will result in the student being unable to progress in the program. Successful remediation attempts will result in the student receiving the higher of the following: their original grade or 70%. Students must pass all laboratory practical examinations to progress to clinical experiences. A student cannot participate in clinical experiences until the evaluation has been completed.

Student Evaluation in Clinical Experiences

Clinical Experiences are scheduled in the second, third, and fourth technical semesters of the PTA program curriculum. The evaluation tool to be used by the student, clinical instructor, clinical faculty and ACCE is provided prior to the clinical experience. Students are responsible for taking the evaluation to each clinical experience.

Clinical grades and assignments are based on practical, behavioral, objective, and competency-based examinations. Formal midterm and final evaluations are completed by the clinical instructor and the student. Student clinical performance evaluation is based upon specified levels of technical and professional competency and is evaluated in comparison with stated criteria in the clinical performance evaluation. Midterm and final evaluations are discussed with the student by the clinical instructor and clinical faculty/ACCE during on-site clinical visits. Criteria for passing each clinical experience are discussed during clinical orientation. Final clinical grades are ultimately determined by the Program Director/ACCE. Grades will be determined by an average of the following:

1. Graded student assignments
2. Information provided by the clinical instructor on the Clinical Performance Assessment Tool, (CPAT)
3. Clinical presentations

A minimum overall score of 70% is required to pass each clinical education experience. Students who fail to meet this requirement will not be allowed to progress through the PTA program.

If a student does not satisfactorily meet the course objectives, he or she will be unable to progress in the curriculum. Students may reapply to the program one (1) time. Refer to the READMISSION POLICY.

Grading Scale:	90-100	A
	80-89	B
	70-79	C
	60-69	D
	<59	F

ATTENDANCE POLICIES:

Classroom & Lab Attendance Guidelines and Procedures

Punctual and regular attendance is expected of all students in all components of the PTA program and is a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. The following policies do not reflect a question of the legitimacy of the student's absence or tardiness, but rather the necessity of having sufficient time to meet course objectives.

Three episodes of tardiness or leaving early will be considered as an **UNEXCUSED ABSENCE**.

Excused Absences:

Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate. If a student is ill or must be absent for other legitimate reasons (excused absence), the student must notify the instructor no later than 1 hour prior to the start of the scheduled class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by method noted by course instructor, (See course syllabus for instructor preference.) Failure to do so will result in an **UNEXCUSED ABSENCE**. The third and subsequent dates of excused absences will be considered **UNEXCUSED ABSENCES**.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. (See above instructions for contacting instructors.) Students must take the exam the next day the student will be on campus. Students will have a maximum of seven (7) calendar days of the originally scheduled exam date to take the exam or its equivalent subject to the availability of the instructor and college. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the instructor prior to the scheduled exam will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam. (See "Remediation of failed written examination".)

Unexcused Absences:

The final grade will be lowered 1.0% for each **"UNEXCUSED ABSENCE"**.

Clinical Attendance Guidelines and Procedures

Emergency or serious situations will be recognized as excused absences; **however**, these absences **must be made up**. Excused absences may include but are not limited to personal illness, court appearances, death of immediate family member, etc. Proof of the excused absence must be submitted when appropriate.

Students are expected to be prompt. This is an important practice and quality to develop to become a professional. Students not present at the assigned area on time are considered absent, unexcused.

Habitual tardiness, absenteeism and unpreparedness will result in a reduction of the final course grade, and possible administrative withdrawal from the course.

The student must call to notify the clinical instructor if for any reason he or she cannot report for clinical or cannot report on time. The student must also notify the ACCE of this information. (See course syllabus for instructor preference)

All absences must be reported personally by the student to **the CI and to the ACCE** prior to the normal starting time. Absence of > 2 hours will require 1 entire day of remediation.

All remediation or makeup days must be PREAPPROVED by the ACCE /Program Director. Failure to make up required days will result in a grade of "I" (Incomplete) or a failing grade in the clinical course. When graded "I," the grade must be changed to a passing grade PRIOR to continuation in the program. Failure to complete the clinical experience within the preapproved remediation time period or earning a failing grade will result in student withdrawal from the program.

Limitations of Absences: (*Missed days must be made up.)

- a. Clinical Experience I: No > than 2 total days absent for ANY reason.*
- b. Clinical Experience II: No > than 3 total days absent for ANY reason.*
- c. Clinical Experience III: No > than 3 total days absent for ANY reason.*
- d. Total of all Clinical Experiences: No > than 6 total days absent for any reason.*

A student who is dismissed from the program because of absences who believes they have extraordinary circumstances and who wishes to request reconsideration under this policy has the right to appeal, in writing, through the course instructor. The final decision will be made by a PTA faculty committee who will meet within five (5) business days and review the situation on an individual basis. The decision will be based on the probability of the student successfully completing the clinical objectives for the course.

Unexcused Absences:

The final grade of a course will be lowered 1.0% for each "UNEXCUSED ABSENCE"

REMEDIATION:

Remediation after a Failed Written Exam

A student who earns a failing grade on a written examination, (score less than 70%), will be placed on academic probation effective the date of the failed examination. The student will be allowed to take one (1) make up the examination per failed exam.

- On the day the failed exam is returned, the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
 1. It will be at the instructor's discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
 2. The instructor will set the date and time for this meeting.
 3. Written notice of academic probation will be:
 - i. Given to the student
 - ii. Placed in the student file
 - iii. Reviewed by the program director
- The exam must be reviewed, and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam
- Satisfactory completion of the make-up written examination will result in the student being removed from academic probation
- A change in the exam score as a result of a "make-up" exam will only be allowed once during the course and will result in no greater than a 70% grade on the exam.
- Failure of a make-up written examination attempt will result in the grade achieved on the higher of the two attempts and the student will remain on academic probation for the remainder of the course.

Remediation after a Failed Practical Exam

A student who earns a failing grade on a laboratory practical examination, (score less than 70%) will be placed on academic probation effective the date of the failed examination. Critical elements of skills include safety procedures. Critical elements must be passed with minimal competency in order to pass the laboratory practical exam. Failure on any critical component of the practical exam will result in a failure of the entire practical examination. A student will be allowed to take one (1) make up practical examination per failed exam.

- On the day of the failed exam the student will be placed on academic probation and the student will make an appointment with the instructor to review the examination.
 1. It will be at the instructor's discretion as to whether the meeting to review the exam will be on an individual basis or as a group.
 2. The instructor will set the date and time for this meeting.
 3. Written notice of academic probation will be:
 - i. Given to the student
 - ii. Placed in the student file
 - iii. Reviewed by the program director
- The exam must be reviewed, and remediation activities completed and documented for the information missed prior to the student being allowed to take a make-up exam.
- Satisfactory completion of the make-up practical examination will result in the student being removed from academic probation
- A change in the practical exam score as a result of a "make-up" practical exam will result in no greater than a 70% grade on the exam.
- Failure of a make-up practical examination attempt will result in the grade achieved on the higher of the two attempts and the student will not be allowed to progress through the program. Students may apply for readmission to the program one (1) time.

Academic Probation

PURPOSE:

Probation is a period of time designated by the faculty during which a student who has not been making satisfactory progress in a particular PTA course will be given an opportunity to correct deficiencies and to demonstrate satisfactory performance.

The purpose of probation is to formally recognize that a student is not making satisfactory progress. A student will be placed on probation **ONLY** if there is adequate time for the student to remediate and demonstrate consistent satisfactory performance during that semester. The reasons for probation will be given to the student in writing. These reasons may include, but are not limited to:

1. Failure to make satisfactory progress in meeting course requirements for the classroom, laboratory or clinical courses.
2. Unsatisfactory student behavior and/or performance
3. Failure follow program policies/procedures
4. Failure to demonstrate acceptable professional behaviors

POLICY:

A student will be placed on academic probation following failure of a written examination, failure of a practical examination, identification of unsatisfactory clinical performance, violation of program policies/procedures or failure to demonstrate acceptable professional behaviors. The student will be provided with requirements and time frames for removal of the probationary status. Failure to meet the documented requirements or time frames will result in the student remaining on academic probation for the remainder of the semester and may result in failure of the course and/or dismissal from the program.

PROCEDURE:

1. Upon notification of unsatisfactory progress, the student will be placed on academic probation.
2. The reasons for probation will be given to the student in writing along with the requirements for removing this designation. These reasons may include, but are not limited to:
 - a. Failure to make satisfactory progress in meeting course requirements for the classroom, laboratory or clinical courses including:
 - i. Failure of written examination
 - ii. Failure of practical examination
 - iii. Failure of clinical course work
 - b. Unsatisfactory student behavior and/or performance
 - c. Failure to follow program policies/procedures
 - d. Failure to demonstrate acceptable professional behaviors.
3. Faculty will complete a Notification of Probation form identifying:
 - a. Reasons for probation
 - b. Requirements and time frame for removal of probation
 - c. Learning resources and assistance available
 - d. Date by which requirements for removal of probation must be met
4. Faculty will meet with the student to confirm the student's understanding of the situation. Student progress will be monitored by faculty and documented appropriately.

5. Upon completion of the requirements for removal of probation, the probationary status will be re-evaluated.
6. If the student fails to meet the requirements for removal of probation; then, the student will remain on academic probation for the remainder of the semester.
7. While on academic probation, **ANY** additional occurrences of unsatisfactory progress in **ANY** PTA course may result in failure of the course and/or dismissal from the program.

Academic Failure & PTA Program Administrative Withdrawal

A student who earns a failing grade in a didactic, laboratory or clinical course will be dismissed from the program. Dismissal based on academic failure will result in the student earning a grade of a (D) or (F) based on performance in the failed course, and subsequent administrative withdrawal from all other co-requisite PTA courses in which the student is enrolled. The student will be required to withdraw from any future PTA courses in which they are enrolled. Administrative withdrawal may be utilized in instances where a student has violated program rules, policies or procedures regardless of current academic standing. Following academic failure and/or administrative withdrawal, the student may be eligible for application for readmission per the program policy.

READMISSION:

READMISSION POLICY

Students may be readmitted to the PTA program **ONLY** one (1) time from the date of original program acceptance and no greater than 5 years following withdrawal. This includes students dismissed for cause following selection, but prior to enrollment in the program. A student must apply for readmission to the PTA program within two (2) years of withdrawal to be considered for advanced placement. PTA courses taken two (2) or more years prior to readmission will have to be repeated. In cases of significant curriculum revision, courses taken less than two (2) years prior to readmission may have to be repeated. Student must submit an application for readmission by **August 1**, of the academic year to which they are applying.

Applicants for readmission will be accepted on a space available basis **only**, and acceptance is not guaranteed. Students must meet admission criteria in place at the time of application. Students must complete an application for readmission along with the following:

Submit a formal paper that is typed and single-spaced, no less than one page nor more than three pages to include the following information:

1. Reason for Withdrawal from the PTA Program
2. All courses successfully completed since withdrawing from the PTA Program that demonstrate an ability to attain a "C" or better in a college course **or** explanation of how time was spent since withdrawal if no courses were attempted.
3. A plan that identifies the factors that prevented the prior successful attempt and details, point-by-point, what will be done to prevent these factors from re-occurring if granted readmission to the PTA Program

Applicants for readmission will be notified of an available seat no later than the end of the semester prior to the anticipated date of re-entry with the exception of students re-applying for entry into the first semester of the program. Students applying for re-entry into the first semester of the program will be notified of an available space no later than the end of the drop/add period of the first semester. Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills.

Readmitted students will be held to the policies and procedures of the college catalog and student handbook that are in place for the semester in which they are returning.

All re-admitted students must also fulfill the following requirements:

Health Certification:

1. Must be completely redone including all applicable serum titers
2. Must provide evidence of a current tuberculin skin test (within one year), or chest film (within past five years). An annual tuberculin skin test or equivalent will be required for the duration of the program.

CPR Certification:

1. Proof of certification in Basic Life Support for the Health Care provider offered through the American Heart Association. The student must maintain a current CPR certification while enrolled in the PTA program. Certification is good for two calendar years.
2. If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.
3. Failure to maintain a current CPR certification will result in immediate withdrawal from all clinical courses.

Background Check and Drug Screen:

1. Must be redone prior to reacceptance

READMISSION PROCEDURE

1. Students wishing to apply for readmission must contact the program director to express intent and obtain an application for readmission.
2. Applications must be completed and received by the program by August 1, of the academic year to which the student is applying
3. Applications for readmission will be accepted and reviewed on a "first come, first serve" basis.
4. If space is available in the class, the application for readmission will be reviewed by a readmission committee consisting of no less than two PTA program faculty.
5. Determination of space availability:
 - a. For students applying for readmission into the first semester of the program with or without advanced placement, space availability will be determined during the following time frame:
 - i. August 1 of the academic year to which the student is applying through the end of the add/drop period of the Fall semester of the academic year to which the student is applying.
 - b. For students applying for readmission into the second through the fifth semesters of the program with advanced placement, space availability will be determined no later than the end of the semester preceding the semester of requested re-admission.
6. Applicants for readmission will be notified in writing of the application decision based on the following time frames:
 - a. For students applying for readmission into the first semester of the program: No later than the end of the add/drop period of the Fall semester of the academic year to which the student is applying
 - b. For students applying for readmission into the second through the fifth semester of the program: No later than the end of the semester preceding the semester of requested re-admission
7. Students who are re-admitted may be re-tested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills.
 - a. Readmitted students granted advanced placement will receive a "conditional reacceptance".
 - b. Students must successfully complete testing of didactic and practical skills
 - c. Dates for testing will be determined by the PTA program faculty
 - d. Students must earn 70% or greater on each assessment to successfully pass the assessment and earn advanced placement
 - e. Failure to earn a passing score on each assessment will result in forfeiture of the seat offered in the "conditional reacceptance".
8. Readmitted students will be held to the policies and procedures of the college catalog and student handbook that is in place for the semester in which they are returning.

FINGERPRINTING INFORMATION

Students may need to be fingerprinted to meet requirements of some clinical educational facilities. Students will be responsible for the cost of fingerprinting.

BASIC LIFE SUPPORT (CPR)

Students enrolled in health professions programs are required to be certified by the **American Heart Association in Basic Life Support for the Health Care Provider including AED**. Certification must be valid while enrolled in the program and through graduation. This requirement can be completed through courses offered through SCF. This course **must** be completed prior to start of fall semester PTA course work.

Use of Photography/Video/Voice

As a student in the PTA program, there may be occasions where audiovisual images of students participating in the activities of the program may be taken. These images may be used as part of various college and program related publications, presentations, etc. These images may also be used for instructional purposes.

FINANCIAL REMUNERATION

Under no circumstances will students be paid for their services while enrolled in clinical experience courses. If a student chooses to work outside of their clinical hours, work and clinical hours must be kept clearly separate.

Students are discouraged from attempting to complete the program and working full-time. Doing so may jeopardize the student's successful completion of the PTA program. Information on financial aid resources is available through the SCF Financial Aid Office.

PROFESSIONAL ORGANIZATION

Students are encouraged to become members of the physical therapy professional organizations. The American Physical Therapy Association (APTA) and the Florida Physical Therapy Association (FPTA) have affiliate memberships for students at a reduced cost. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities, and many other benefits. Information is available at: www.apta.org and www.fpta.org

DISTANCE LEARNING

During the program student may be requested to complete selected course assignments via distance learning. Student privacy and identity verification is maintained by conducting all non-face to face assignments via the online learning management system which requires students to log on utilizing an individual password. Specific instructions related to individual assignments will be provided in course syllabi.

REASONABLE CAUSE DRUG SCREENING

PURPOSE:

The faculty of the State College of Florida Health Professions Programs has the responsibility for ensuring that all students in the health professions programs are able to function safely and effectively in the health care facilities used for clinical experience during the programs. Students are not allowed in the clinical area under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into a health professions program will submit to drug screening as a condition for remaining in the program.

If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.

All drug tests are done according to the specific guidelines of the National Institute on Drug Abuse and are subject to mandatory confirmation of any preliminary positive results.

Testing procedures will be the same as for the preclinical screening. Substances to be tested will be the same as noted in the *Health Professions Program Handbook*.

POLICY

- A. If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.
- B. If at any time reports of potential substance abuse by any currently enrolled health professions student(s) provide reasonable suspicion that a student may be chemically impaired; the Program Director may authorize that the reported student(s) be selected for random screening/reasonable cause drug screening.
- C. **Reasonable Cause Drug Screening** requires the student bring a picture ID to the collection site.
- D. Students will not be allowed to drive themselves to **Reasonable Cause Drug Screenings**.
- E. Refusal to submit to testing is a violation of the Division's Drug Screening policy and will result in immediate dismissal from the program as per the Health Professions Student Handbook.
- F. Students will be given a reasonable opportunity to explain a confirmed positive test result. If the explanation is unacceptable and/or cannot be satisfactorily documented by the student's physician, the student will be dismissed from the program and will be referred to a treatment resource for evaluation as per the Health Professions Student Handbook.
- G. Students wishing to address any concerns about the drug screening policies or procedures of the College may follow the Student Conflict Resolution procedures as outlined in the SCF Student Handbook.

PROCEDURE

- A. When a student is suspected of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director.
- B. The Program Director will send the student for a **Reasonable Cause Drug Screening**
 - 1. The Program Director will contact and inform the student of the suspected impairment.
 - 2. The Program Director will instruct the student to log into *Castle Branch* and order the Random Drug Screen Order.
 - 3. The Program Director will contact the student's emergency contact on file with the program.
 - 4. The emergency contact will be instructed to pick the student up at the college/clinical site and escort them to the drug testing facility identified via the *Castle Branch* order process.
 - 5. The student will have no more than 24 hours to complete the drug test from initial contact by the program director.
- C. Students with a positive drug screen will be dismissed from the program immediately. Each of the following will constitute a positive screen:
 - 1. A confirmed positive screen to which the student is unable to provide a reasonable explanation or satisfactory documentation from the student's physician.
 - 2. Failure to order the Random Drug Screen on *Castle Branch* when instructed.
 - 3. Failure to show/complete the screening at the collection site
 - 4. Failure to complete the drug screen within 24 hours of initial contact by the program director
 - 5. Refusal to submit to testing as listed in the Health Professions Programs Student Handbook
- D. The Cost of the **Reasonable Cause Drug Screen** will be paid for by the College.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
Physical Therapist Assistant Program

Student Self-Assessment: Students will use this form to self-assess their generic abilities throughout the program. This form will be reviewed during scheduled student advising meetings. (See also previous section of “performance standards.”)

Student: _____

Completion Date: _____

Semester: _____

Evaluator: _____

PERFORMANCE STANDARDS RATING SCALE

S+	Student exceeds satisfactory performance
S	Student performs at a satisfactory level
NE	Student needs experience
NI	Student needs improvement
N/O	Student has not had opportunity to work on this Performance Standard
—	Student was not evaluated on this Performance Standard

Place the score opposite the performance standard using the Rating Scale

Standard of Performance	Score	Comments
Critical Thinking		
❖ Applies critical thinking processes to work in the classroom, laboratory and the clinic.		
❖ Exercises sound judgment in class, laboratory and in clinic.		
❖ Follows safety procedures established for each class, laboratory and clinic.		
❖ Demonstrates ability to self-evaluate.		
❖ Demonstrates ability to identify problems and offer possible solutions.		
Interpersonal		
❖ Demonstrates interest in classmates, faculty, patients/clients.		
❖ Demonstrates the ability to get along with and cooperate with others.		
❖ Demonstrates ability to relate to other people beyond giving and receiving instructions.		
❖ Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.		
❖ Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences and cultural backgrounds.		

<i>Standard of Performance</i>	<i>Score</i>	<i>Comments</i>
Communication		
❖ Reports clearly and legibly through progress notes in patient/client charts, communicates with physicians and insurance providers including billing and order/referral forms.		
❖ Responds to patient calling or any other warning call and machine alarm.		
❖ Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.		
❖ Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.		
Motor Skills		
❖ Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.		
❖ Walks to and from departments to patient/client's rooms.		
❖ Provides for patient/client safety and well-being in all therapeutic or transporting activities.		
❖ Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.		
❖ Performs CPR.		
Hearing		
❖ Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations.		
❖ Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian.		
❖ Responds to monitor alarms or cry for help.		
<i>Standard of Performance</i>	<i>Score</i>	<i>Comments</i>
Visual		
❖ Demonstrates ability to observe lectures, and laboratory demonstrations.		
❖ Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for		

purposes of evaluation of performance and response to interventions.		
❖ Receives information from treatment environment.		
Tactile		
❖ Senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature to gather accurate objective evaluative information in a timely manner.		
Self-Care		
❖ Maintains hygiene.		
❖ Demonstrates safety habits and work area neatness.		
❖ Maintains a healthy lifestyle.		
Intellectual Abilities		
❖ Demonstrates ability to comprehend and follow verbal and written instructions.		
❖ Demonstrates ability to perform simple and repetitive tasks.		
❖ Can learn to reconcile conflicting information.		
❖ Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; Work is neat and legible.		
Commitment to Learning		
❖ Completes readings, assignments, and other activities outside of class hours.		
❖ Demonstrates initiative, motivation and enthusiasm.		
❖ Demonstrates ability to complete all work without evidence of cheating or plagiarism.		
❖ Attends all classes/labs/clinical as assigned.		
❖ Is consistently punctual to all class, lab, and clinical assignments.		
Affective Learning Skills		
❖ Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occurs within set time constraints.		
❖ Demonstrates willingness to accept challenges.		
❖ Open to feedback.		

❖ Listens actively.		
❖ Follows guidelines and rules for the program and college.		

Faculty Signature(s): _____

Student Signature: _____

Review Date: _____

Rev. 7/01, 5/03, 5/2006

PTA HANDBOOK FORMS

You will be required to sign copies of the forms in this section to enroll in the Physical Therapist Assistant Program

Your Signature acknowledges adherence to the policies and procedures of the PTA program while you are enrolled.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
PHYSICAL THERAPIST ASSISTANT PROGRAM
RELEASE OF INFORMATION FORM

In accordance with the Citizen's Right to Privacy Act, it is now necessary to have a signed consent to release any information in the form of a recommendation. This applies to both practicing therapists who are changing jobs and to students who are seeking jobs or pursuing advanced degrees after completing the PTA program.

I, _____, give my consent for the
Print Name

State College of Florida Physical Therapist Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a therapist or student. I understand that no information may be released without my signed consent.

This consent is valid from the date below, until withdrawal of consent is received in writing from the person whose signature is indicated.

Signature

Date

STATE COLLEGE OF FLORIDA
PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT AGREEMENT AND RELEASE:

TERMS AND CONDITIONS FOR PARTICIPATION IN COLLEGE-
SPONSORED ACTIVITIES AND TRIPS

Student's Name: _____
Academic Years: 2018 - 2020
Activity/Trip: All Trips

Students accepted to participate in an SCF-sponsored activity or trip must be mature persons who want to participate because of a genuine interest in the educational experiences offered. Each participant has personal responsibility for the success of the trip, and each must exercise good judgment, respect the rights and feelings of others, and subscribe to the rules and regulations of State College of Florida, Manatee-Sarasota. This agreement is designed to protect all participants: students, faculty advisors and chaperons, and agencies and individuals cooperating with the activity or trip. **All students must sign this form to indicate they have read this entire agreement and will abide by it.**

In consideration of my voluntary participation, I agree as follows:

I agree to release State College of Florida, Manatee-Sarasota, its agents, employees, representatives, faculty advisors, and chaperons from any and all liability, loss, costs, claims, damages and expenses, including attorney's fees, arising or claimed to have arisen out of personal injury to me, or property damage or loss sustained by me, as a result of my voluntary participation, including travel to and from the activity site, even if such injury or damage is caused by the rendering of emergency medical procedures or treatment, if any.

In the event of illness or injury, I authorize the faculty advisor or chaperon to activate the emergency medical system and I assume the cost of such treatment.

I understand that State College of Florida, Manatee-Sarasota may not have insurance coverage specifically applicable to the activity or trip or for any resulting injury or damages to person or property. I represent that, in the event of accident or injury, I acknowledge that payment for emergency or medical treatment is my responsibility.

I understand that State College of Florida, Manatee-Sarasota has reserved the right to advise my parent(s) or guardians(s) of any situation in which I am involved, if the college deems such situation worthy of parental involvement.

I understand that all participants are subject to State College of Florida, Manatee-Sarasota rules, regulations, and policies and I agree to strictly adhere to such rules, regulations, and policies. I further understand that the faculty advisor or chaperon may send me home at his or her sole discretion if my continued presence poses a danger to me, to other persons, or to property or is an ongoing threat of disruption to the trip or program, or if I engage in activities or conduct in violation of State College of Florida, Manatee-Sarasota rules, regulations or policies. If I am sent home from the activity or trip, I will be responsible for the cost of being sent home and will not be entitled to reimbursement for the cost of participating in the trip.

I have read and understand this document and agree that it will legally bind me.

Student Signature: _____ Date: _____

Rev. 10/29/02 04/20/04, 4/06, 6/07, 6/08, 4/09, 5/10, 5/11, 4/12, 4/13, 4/14, 4/15, 5/16,5/17

Health Professions Programs

REASONABLE CAUSE DRUG SCREENING ACKNOWLEDGEMENT

I, _____, have received, reviewed, and understand the content in the Health Professions Programs **Reasonable Cause Drug Screening** policy and procedure. I am aware of and accept my responsibilities to both the college and the program in regard to this policy and procedure.

Signature

Date

Print Name

Please indicate which program you are enrolled in:

_____ Dental Hygiene _____ Nursing _____ OTA _____ PTA _____ Radiography

Physical Therapist Assistant Program
ALUMNI DATABASE AND ALUMNI DIRECTORY CONSENT
FORM

I, _____, agree upon my graduation from the PTA program at State College of Florida, to have my demographic information published in the SCF PTA Alumni Database and Alumni Directory. This information will be used exclusively by the Program and other program alumni for the purposes of remaining in contact with and alerting alumni of select events. Database and Directory information will not be shared or disseminated to third parties.

Signature

Date

Print Name

This student handbook has been developed so students are fully aware of specific policies and procedures of the Health Professions Programs.

Policies may be subject to change during the student's course of study, if so determined by the faculty. If changes are made, students will be notified in writing.

Students are reminded that they also must be familiar with and adhere to the policies and procedures of the College, as stated in the College Catalog and the SCF student Handbook.

SCF Statement of Nondiscrimination

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex (including pregnancy), race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

State College of Florida, Manatee-Sarasota no discrimina en base a sexo, embarazo, raza, religión, edad, origen nacional/origen étnico, color, estado civil, discapacidad, información genética y la orientación sexual en cualquiera de sus programas educativos, servicios o actividades, incluyendo la admisión y empleo. Dirija las consultas sobre las normas de no discriminación a: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

Location: Office of Human Resources:
5840 26th St. West, Bradenton, FL 34207
Administration Building 7, Room 121
Bradenton Campus