

Physical Therapist Assistant Student Handbook

Policies Specific to
Physical Therapist Assistant Program

2026 - 2028

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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. Today is the beginning of a journey filled with exciting achievements and new experiences. This two-year commitment will provide the foundation of a very rewarding career helping others achieve their goals. But first, we will provide the roadmap to achieve your goal of becoming a Physical Therapist Assistant.

The PTA Program Faculty are dedicated to providing a complete and comprehensive learning experience. We will continuously update and modify curriculum in response to the learner's needs and current practices within the Physical Therapy field. Our goal is to help you achieve the competencies required of a PTA. It will be your responsibility to meet the learning objectives required to complete the program and obtain eligibility 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 ask 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 expectations, policies, and procedures. Please review and abide by the policies and procedures outlined in this handbook. If additional questions or concerns arise, please contact the program director. All students are subject to regulations outlined in the SCF College Catalog, the SCF Student Handbook, and The SCF Health Professions Division Handbook.

I wish you success during your studies in becoming a PTA and offer my sincere commitment to assist you in your professional journey.

Sincerely,

April Tardiff, M.Ed., PTA

April Tardiff, M.Ed., PTA

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. Tommy Gregory

Executive Vice President and Provost:

Dr. Patricia Rand

Dean of Nursing:

Tammy Sawmelle, Ph.D., MSN, RN
sawmelt@scf.edu

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Professions

Dr. Kim Bastin, EdD, CDA,
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PTA Program Director

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PTA Program Core Faculty:

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Director of Clinical Education
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PTA Program Adjunct Faculty:

Jordan Vazquez, PTA
Lisa Hicks, MPT
Virginia Snyder, PTA
Marlee Walters, PTA

OTA/PTA Department Assistant:

Judy Barber
barberj@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), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 800-999-2782.

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

For further information, contact:

The American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
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
850-488-0595

<http://floridasphysicaltherapy.gov/>

Federation of State Boards of Physical Therapy
124 West Street South, Third Floor
Alexandria, VA 22314
703-299-3100

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 and wellness, assessment, 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 PTA works under the direction and supervision of a licensed physical therapist to improve the patient/client's ability to move, reduce or manage pain, restore function, and prevent disability. 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 quality of life in daily living. The PTA participates in selected assessments as part of the plan of care (POC) established by the physical therapist. The PTA provides interventions and patient/client/caregiver education related to prevention, treatment, and rehabilitation of musculoskeletal, neuromuscular, and other pathologic dysfunctions as directed by the physical therapist.

The PTA provides services 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 persons to have their health needs met, the PTA utilizes specialized knowledge and skills to empower patients/clients to meet those needs.

The PTA program facilitates student learning of scientific principles; critical thinking; clinical decision making; and regard for and understanding of patient safety within the context of professional practice standards. Learners in the PTA Program are initiative-taking 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 PTA graduate reflects critical thinking, clinical accountability, professionalism, caring and a commitment to life-long learning. 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 PTA graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

Estimated Cost of Physical Therapy Program 2026-2027

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
Math	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
POS 1041 or AMH 1020	American Government or U.S. History II	3	NA			
Humanities	Area IV, A.S./Category A	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	\$ 35.00					\$ 35.00
Tuition*	\$ 2,664.48	\$ 1,127.28	\$1,537.20	\$ 1,127.28	\$ 1,127.28	\$7,583.52
CPR	\$ 60.00					\$ 60.00
Exxat, Physical Exam & Titer/Immunizations		\$500.00		\$60.00		\$ 560.00
Books & Supplies		\$ 588.00	\$ 233.00	\$ 452.00	\$154.00	\$ 1,427.00
Lab Fees	\$ 95.00	\$ 85.50	\$ 27.00	\$ 15.50	\$ 50.00	\$ 273.00
Access Fee	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 200.00
Uniform		\$ 117.00				\$ 117.00
APTA Membership		(\$ 80.00)		(\$ 80.00)		(\$ 160.00)
Graduation Fee					\$ 20.00	\$ 20.00
Licensure Fees					\$ 861.00	\$ 861.00
Total by Term	\$ 3,394.48	\$ 2,457.78	\$ 1,837.20	\$ 1,694.78	\$ 2,252.28	
Total Cost for Program*						\$ 11,136.52

* 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 PTA Program Curriculum

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

POS 1041 or AMH 1020		American Government <u>or</u> U.S. History II	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./Category A 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 Objectives

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 an 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, competent, and efficient manner in classrooms, laboratory, and clinical situations. The student must demonstrate behaviors, skills, and abilities to comply 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 or gender orientation, 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	<ul style="list-style-type: none"> - Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.

	reasonably required to provide general and emergency care and treatment to patients/clients.	<ul style="list-style-type: none"> - 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 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.

<p>Affective Learning Skills (behavioral & social attitudes)</p>	<p>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.</p>	<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, which 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 accommodation with the College. 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 Advising

Upon acceptance into the PTA program, students will be assigned a PTA Program faculty member as a faculty advisor. Students will meet once each semester with their faculty advisor to review progress in the program. During clinical experiences, the Director of Clinical Education (DCE) or clinical faculty mid-term visits may be utilized as a faculty advisor meeting. Students may also request additional meetings 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 requested. 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 DCE is available at all times during clinical affiliations by office or mobile phone, e-mail, or text message.

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 are 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 locked in the records room and only accessible by program staff and faculty.

Students may request review of any materials in their file via the Department Secretary or Program Director. 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.

PTA Program Evaluation

Throughout the course of the program, students participate in evaluation of PTA courses and instructors. Prior to graduation, students are asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation survey. Employer surveys will be sent out at 12 months post-graduation. At the end of the last PHT course, students will complete a summative exit survey. Follow-up surveys will be sent to graduates 6 months post-licensure. Results of these surveys help support the program's ongoing evaluation and improvement processes.

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 4:30 PM Monday through Friday. Additional dedicated spaces are available in the Nursing Education Building (#29) room 136/137 and there is a shared student study area located in #29-135. Open lab space is available in Building 29, Rm 139; however, other space may also be provided upon request to the Program Director and pending availability of that space.

Student Lockers

Lockers are available in the men's/women's bathrooms in Building 28. These lockers are for students in the OTA and PTA programs only. Students will select the locker number 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.** If lockers are not emptied, the lock may be removed, and any items left in the locker may 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.

Communication

Communication is essential for success in the PTA program. Communication with program students is through a variety of mechanisms including Canvas, SCF email, telephone, text, and in-person. Program faculty review their emails daily during work hours and will respond within 1 business day to the student. Communications to program faculty over the weekend may not be responded to until the next business day. The PTA program *expects* its students to check their *SCF emails* on a daily basis during the week and highly recommends checking at least once over the weekend.

Rules of the PTA Classroom and Laboratory

1. Open Lab hours are unsupervised with exception of student's practicing with any physical agents (modalities) such as but not limited to ultrasound, electrical stimulation, and compression, which require the *direct supervision* of a PTA faculty member. Students **MUST** sign in and out with the Department Secretary for all open labs.
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 organization/storage of the equipment and cleanliness of the lab. If a student notices a shortage of supplies or faulty equipment, the instructor must be notified at the time. Students will be assigned lab clean-up, soiled/clean linen rotation and equipment checks on a scheduled and rotating basis posted in the lab. Students must initial that they have completed these assigned responsibilities. Failure to do so may result in a deduction of professionalism points in courses that utilize a professionalism rubric.
5. Students will wear appropriate lab clothing as directed by course faculty: this is typically shorts for men; shorts and bathing suit or halter tops for women. One-piece bathing suits are not acceptable. *Selected footwear may not be worn on the treatment tables unless instructor permission is obtained as it pertains to the treatment activities.* 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 or a deduction of professionalism points in courses that utilize a professionalism rubric.
6. The PTA program expects all students to protect the privacy and dignity of each other by using appropriate communication, draping and/or closing the curtains if the potential for personal exposure exists.

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 several PTA courses and is scheduled in the same manner as the classroom hours. Students are highly encouraged to use the laboratory spaces during Open Lab hours for patient handling, practicing treatment techniques and developing patient education/interaction skills. Open lab hours will be posted for each semester at the Department Secretary's desk by the sign in/out sheet. A reminder that 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 and interventions as both the person receiving and performing the technique/treatment. 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 immediately 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.

Lecture/Laboratory Sections and Practical Examinations

Students will be randomly assigned to lecture and laboratory sections by the program. Practical examinations will be scheduled as a full-day and replace lecture/lab for that day. Students will be randomly assigned to practical examination times and stations. Changes in assigned lecture, laboratory section or lab practical times must have prior approval of the instructor.

Students will not discuss practical cases and testing with other students until all testing has been completed. *Under no circumstances should students who have completed the lab practical discuss any element, impression, or perception of the lab practical with a student who has not yet completed the practical.* To do so is inconsistent with the expectations of PTA student conduct and may be subject to disciplinary action up to and including dismissal from the PTA Program.

Students are required to 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. To ensure fairness to all students, practical cases are randomly assigned to faculty and patient simulators and rotated throughout each testing session. Practical evaluations and grades will be distributed and posted, respectively, to students within 24 hours of testing. In the event a student fails the practical or is deemed as requiring remediation of particular skills or sections, the remediation plan 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 assigned to three clinical experiences during the program. Every attempt will be made to provide students with experiences in both inpatient and outpatient settings. Students are discouraged from affiliating with sites of previous or current employment, shadowing, interning or other professional relationships. The program has contracts with a variety of clinical education sites in and around its service areas. The program makes efforts to provide clinical education experiences within a normal one-way drive time of up to 60 minutes. Students are responsible for their own transportation.

The clinical education courses are full-time experiences. 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 DCE. A grade of incomplete will be submitted until all coursework and clinical hours are remediated.

Student Evaluation

Faculty provide students feedback regarding academic performance throughout the semester via the Learning Management System (LMS). Course assignments, quizzes, exams, skill checks, lab practicals and overall averages are provided in each PTA course throughout the semester. In addition, faculty make every attempt to review quizzes and exams in class as part of the learning process. If, after review, a student would like to dispute the correct answer to an exam question or component, *the question and answer will be submitted to the instructor in writing, with references cited, within 24 hours of the exam completion.*

Student Evaluation in Didactic Course Sections

Physical therapy is a profession in which less than safe performance may cause harm or unnecessary discomfort to our clients and patients. As such, minimum standards have been established to insure the effectiveness and competency of program graduates. Each PTA course syllabus outlines the evaluative elements and requirements for meeting those standards for that course. A grade of 70% (“C”) or better is required to complete courses satisfactorily and progress through the PTA program. To help ensure a requisite level of knowledge, students are also required to complete specific *grading categories* with a 70% or higher average as follows:

1. The final average of all quizzes must be $\geq 70\%$.
2. The final average of all assignments must be $\geq 70\%$.
3. The final average of all unit exams must be $\geq 70\%$
4. Written exams designated as *Mid-Term* or *Final* must EACH be $\geq 70\%$

Remediation For Failure in Didactic Coursework

Criteria 1 – 3 above: *If the course instructor determines that a student is at risk of failure to achieve any of criteria 1-3 above*, the student may be placed proactively on a remediation plan for that criterion. The remediation plan will be established by the instructor in collaboration with the Program Director and must be successfully completed in order to pass the course and progress to the next course in the PTA program. Since averages are not finalized until the end of the course, it is important for the instructor and student to monitor the risk of failure based on the student’s performance – for example – at mid-term.

Mid-Term or Final Written Examinations: A student who earns a failing grade (score less than 70%) on a *mid-term* or *final* examination will be placed on academic probation effective the date of the failed examination. The student will be allowed to take one (1) make up examination for the failed examination. Failure of a retake written examination will result in academic failure and dismissal from the PTA program.

The instructor will make an appointment with the student within 2 business days to review the probationary notice and remediation plan. Written notice of academic probation and the remediation plan will be:

1. Reviewed with the Program Director
2. Given to the student
3. Placed in the student file
4. The exam must be reviewed, and remediation activities completed prior to the student being allowed to take the make-up exam
5. Satisfactory completion of the make-up examination will result in the student being removed from academic probation

NOTE: Remediation that occurs at the end of a course – such as for a failed final written or lab practical examination – may result in a grade of “I” (Incomplete) and/or inability to proceed to the next course as scheduled. This may affect the student’s ability to continue in the program and will be reviewed on a case-by-case basis by the Program Director.

Student Evaluation in Lab Course Sections

The purpose of a PTA course's lab section is to evaluate student competence and safety in a variety of psychomotor skills. Students receive regular feedback from instructor(s) during each lab. To help prepare for and assess safety/competence prior to a lab practical exam, students must successfully complete the Skills Check assignment for that practical. Failure to do so may result in academic probation and/or delay of the practical exam. Students must pass EACH laboratory practical examination with a score $\geq 70\%$. In addition to requiring a score $\geq 70\%$ to pass a lab practical examination, students must successfully complete/pass EACH skill or area identified as a *Critical Element*. Critical elements include skills and/or behaviors which can pose a significant risk for patient harm when not executed or utilized properly. For example, failure to don a gait belt on a patient with balance and/or gait instability. Critical Elements are addressed in the Practical Grading Rubric and identified with an asterisk (*) in each lab practical examination.

Remediation After a Failed Practical Exam

A student who earns a failing grade on a laboratory practical examination (score less than 70% or failure to pass 1 or more Critical Elements) is considered as having failed the examination and will be placed on academic probation effective the date of the failed examination. The student will be placed on a remediation plan determined by the course instructor in collaboration with the Program Director. Remediation activities may include but are not limited to completion of supplemental assignments, additional peer and faculty skills checks, and the retake of a full or partial practical exam. A student will be allowed to take one (1) make up practical examination per failed exam. Failure of a retake practical examination will result in academic failure and dismissal from the PTA program.

The instructor will make an appointment with the student within 2 business days to review the probationary notice and remediation plan. Written notice of academic probation and the remediation plan will be:

1. Reviewed with the Program Director
2. Given to the student
3. Placed in the student file
4. The exam must be reviewed, and remediation activities completed prior to the student being allowed to take the make-up exam
5. Satisfactory completion of the make-up examination will result in the student being removed from academic probation

NOTE: Remediation that occurs at the end of a course – such as for a failed final written or lab practical examination – may result in a grade of “I” (Incomplete) and/or inability to proceed to the next course as scheduled. This may affect the student's ability to continue in the program and will be reviewed on a case-by-case basis by the Program Director.

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 DCE 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/DCE during on-site clinical visits. Criteria for passing each clinical experience are discussed during clinical orientation. Final clinical grades are ultimately determined by the DCE. 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.

Lecture and Lab Attendance

Students are expected to attend all scheduled lecture and lab courses as per the syllabus and course schedule. Student are expected to be present and ready to participate in lecture and/or lab at the scheduled start time. Students who are not present at the assigned area on time are considered absent. *A student's final course grade may be lowered for each episode of absence, tardiness or leaving early.*

The program understands that life situations may occur from time to time and result in a student being unable to attend a lecture or lab course as per the course schedule. If a student must be absent for legitimate reasons, the student must notify the instructor prior to the start of class by contacting the instructor – see course syllabus for how to contact the instructor. Failure to do so may result in the student being placed on academic probation.

Poor attendance may result in the student being placed on academic probation and may lead to program dismissal. Some examples of poor attendance include but are not limited to:

- Recurrent episodes of absence, tardiness and/or leaving class early regardless of notifying the faculty.
- Episodes of absence and/or tardiness in which notifying faculty less than 1-hour prior to scheduled class time.
- Students not being present and ready to participate in the scheduled lecture and/or lab.
- Failure to attend a scheduled lecture and or lab without notification (no call, no show)

Students with 3 or more unexcused absences will be placed on probation.

Students are responsible for All content covered in lecture and lab when absent or tardy.

If students are unable to attend class on the day of a scheduled exam, prior notification is required. Students must take the exam on the next day the student is on campus. Students will have a maximum of seven (7) calendar days from the originally scheduled exam date to take the exam or an equivalent exam, 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”)

A student who is dismissed from the program because of lecture, lab or clinical 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 team consisting at minimum of the Course Instructor and Program Director 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.

Clinical Attendance Guidelines and Procedures

Students are expected to attend all clinical days based upon the course syllabus and the clinic's hours of operation. Students are expected to be present and ready to participate in clinical activities at the scheduled start time. Habitual tardiness, absenteeism, leaving early, and a lack of preparedness will result in a reduction of the final course grade, and possible administrative withdrawal from the course.

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 may be required at the discretion of the Clinical Faculty or the program's DCE.

Students are expected to be prompt. This is an important practice and quality to develop to become a professional. Students who are not present and prepared to participate in clinical activities on time are considered in violation of the attendance policy.

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 DCE of this information. (See course syllabus for instructor preference)

All absences must be reported *personally* by the student to *BOTH CI and DCE* no less than 1 hour prior to the normal starting time. Absence of > 2 hours may require one entire day of remediation.

All remediation or makeup days must be PREAPPROVED by the DCE and Clinical Site. 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.

Academic Probation

PURPOSE:

The purpose of probation is to formally recognize that a student is not making satisfactory progress. Probation is a period of time during which a student who has not been making satisfactory progress in a particular PTA course is provided with the opportunity to correct deficiencies and demonstrate satisfactory performance.

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 reason(s) 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 to follow program policies/procedures
4. Failure to demonstrate acceptable professional behaviors
5. Behaviors and/or actions in the clinical setting that put patients at risk

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, failure to demonstrate acceptable professional behaviors or exhibiting behaviors and/or actions in the clinical setting that put patients at risk. 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
 - e. Demonstrating behaviors and/or actions in the clinical setting that put patients at risk
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 POLICY & PROCEDURE

Students who withdraw prior to completion of the first fall semester of the program may reapply via the PTA program application and admission process and will be considered along with the other applicants and based on the admission selection criteria at that time.

Students who withdraw from the PTA program during or after the 1st Spring semester while in good academic standing may reapply via advanced placement into the semester during which the withdrawal occurred such that the total time for program completion would not exceed 150% of the established program length per CAPTE requirement.

NOTE: Any student seeking readmission to the program must meet in person or via video conference with the Program Director and complete the following:

- 1) Submit a single-spaced paper of 1 to 3 pages that includes the following:
 - a) Reason for withdrawal from the PTA Program
 - b) Any courses successfully completed after withdrawal that demonstrate the ability to achieve a “C” or better in a college course or – if no courses were attempted – an explanation of how time was spent since withdrawal.
 - c) 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
- 2) Take and pass a comprehensive re-entrance final written and lab practical examination for the PTA courses not completed at the time of withdrawal.
- 3) Ensure all CastleBranch requirements are up-to-date.

****Applicants for readmission will be accepted based on seat availability and acceptance is not guaranteed.****

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.

FINGERPRINTING INFORMATION

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

BASIC LIFE SUPPORT (CPR)

Students enrolled in health professions programs must hold current CPR certification 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 or by another AHA BLS provider.

USE OF PHOTOGRAPHY/VIDEO/VOICE

As a student in the PTA program, there may be occasions where audiovisual images of students taking part 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 advised against trying to complete the program while working full-time. Doing so may adversely impact the student's ability to successfully complete all academic and clinical requirements of the PTA program. Information on financial aid resources is available through the SCF Financial Aid Office.

PROFESSIONAL ORGANIZATION

Students are strongly advised to become members of the [American Physical Therapy Association](#) (APTA) and the Florida Chapter ([Florida Physical Therapy Association](#)). The APTA student membership is at a significantly reduced cost. These organizations offer current journals, updates on physical therapy practice, continuing education courses, employment opportunities, professional networking, and many other benefits.

PRIVACY & SECURITY OF LEARNING MANAGEMENT SYSTEM

Student privacy and identity verification is supported by the online learning management system (LMS) – Canvas, which requires students to log in utilizing an individually-unique password. Students are prohibited from sharing their password. Doing so will be considered a serious violation of Program policy and grounds for dismissal from the program.

DISTANCE LEARNING

While the PTA program does not have any PTA courses provided via distance learning, certain circumstances may arise – such as those of the COVID-19 pandemic – that require selected courses and/or assignments to be moved to a distance learning model. During such time, the program will ensure compliance with the CAPTE standards for Distance Learning.

REASONABLE CAUSE DRUG SCREENING

PURPOSE:

Faculty of the State College of Florida Health Professions Programs have 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 experiences 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 ensure 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.

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 those required for program admission. Substances tested for will be the same as noted in the *Health Professions Program Handbook*.

POLICY

- A. If at any time a student's behavior is suspected to be under chemical influence while enrolled in a Health Professions Program, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will require the student to undergo 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 order and/or 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.

Professional Behavior Expectations

Information from this section is referenced from the Health Professions Division Student Handbook

Program Expectations: The PTA program prepares the individual student to enter the physical therapy profession. As a student in the health professions career field, standards of behavior and conduct will be expected of the student in the classroom, laboratory, and clinical areas. Students will be expected to keep commitments, be punctual and prepared for all learning experiences, and actively participate in the learning process. Appropriate professional behavior is a requirement for successful completion of the program. Students must abide by the current SCF code of conduct as stated on: <https://www.scf.edu/about/scf-policies/student-code-of-conduct>

Social Media Expectations:

Students using social media related to any activities associated with a program must do so responsibly. The student should be aware there is no way to erase digital content, and that 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/or HIPAA. Expectations of social media use include the posting of written materials, photographs/videos, and any patient medical records. Students must use discretion to avoid FERPA and/or 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. Students are advised to use professional language in all communications.

Professional Behaviors:

The PTA program expects students to maintain academic integrity through their verbal and written work. It is every student's responsibility to become familiar with the standards of academic ethics at the college. Claims of ignorance, unintentional error, or academic or personal pressures are not sufficient excuses for violations. Behaviors that breach the College's academic ethics guidelines including; Plagiarism, Cheating on examinations, copyright violations, Forgery, sabotage, unauthorized collaboration, or falsification of information and are therefore unacceptable. Additionally; AI tools, such as ChatGPT and similar resources, can be valuable aids for studying, generating ideas, and enhancing learning. I encourage you to explore these tools to help you understand the course material in this course. However, it is essential to remember that AI cannot replace the critical thinking, clinical reasoning, and problem-solving skills required in the physical therapy profession.

When using AI tools:

You must attribute any work generated or informed by AI tools in AMA citation format. For example: OpenAI. ChatGPT (November 2025 version). Accessed [date]. Available at: <https://chat.openai.com/>.

All submissions must reflect your own analysis, interpretation, and understanding of the material. AI-generated content should never serve as a substitute for your individual effort or originality.

Please see individual course syllabi for more details on using AI.

Misuse of AI, including submitting AI-generated content as your own without proper acknowledgment, violates the policies within this handbook and diminishes your development as a future healthcare professional. This program aims to foster your knowledge base and the skills necessary to provide ethical and effective patient care. Let AI serve as a tool to complement—not replace—your growth as a critical thinker and clinician.

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

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

Student: _____

Completion Date: _____

Semester: _____

Evaluator: _____

<u>PERFORMANCE STANDARDS RATING SCALE</u>	
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

<i>Standard of Performance</i>	<i>Score</i>	<i>Comments</i>
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, gender orientation or preferences, and cultural backgrounds.		
Standard of Performance	Score	Comments
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.		
Standard of Performance	Score	Comments
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, which 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, 6/2022, 7/2023, 7/2026

PTA HANDBOOK FORMS

Students are required to sign copies of the forms in this section to start in Physical Therapist Assistant Program.

Your Signature acknowledges understanding of and adherence to the policies and procedures of the PTA program during your enrollment.

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: 2026 - 2028
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, 6/22, 7/25, 7/26

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 (HPP Handbook 2025-2026, pgs. 11-12). 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

Physical Therapist Assistant Program

Acknowledgment of PTA Student Handbook Policies & Procedures

I (print name), _____, have received, reviewed, and understand the content in the PTA Program Student Handbook. I am aware of and accept my responsibilities to abide by the policies and procedures articulated in 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