

PHYSICAL THERAPIST ASSISTANT PROGRAM MANUAL 2026-2027

CENTRAL CAROLINA
COMMUNITY COLLEGE
HEALTH SCIENCES &
PROFESSIONAL SERVICES

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Last updated: 06/02/2026

DISCLAIMER

This manual contains the Physical Therapist Assistant (PTA) Program official notification of standards, rules, policies, values, curriculum, and calendar. Students are expected to read, understand and comply with the provisions of the Program Manual.

The contents of this manual supersede and revoke all prior statements of policy. If this program manual does not address a matter of interest to you, or if you are uncertain about something after you have read the applicable policy or guideline, contact the PTA Department Chair for more information.

No student manual can anticipate every circumstance or question regarding college policies. Accordingly, this publication is not intended to be a legally binding contract. Therefore, Central Carolina Community College reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the Program Manual from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion.

The PTA Program reserves the right to make changes at any time to courses, curriculum, calendar, program policies, and any other requirement affecting students, as may be required by accreditors, administrative, federal, state, and/or student needs each year. Changes will include an effective date and may apply to both prospective students and those already enrolled. All changes will be provided in writing to students.

Dear Physical Therapist Assistant Student,

The faculty of Central Carolina Community College's Physical Therapist Assistant (PTA) Program congratulate you on your acceptance and welcome you into the program. You are about to embark on a challenging and extremely rewarding journey and we are here to support you every step of the way.

This manual has been designed to help guide you as you progress through the PTA program. You will find general program information, policies, and procedures applicable to PTA students, so please refer to it often. This document is used as a supplement to the College Catalog and Central Carolina Community College's Student Handbook.

PTAs are required to uphold high standards of ethical practice and professional standards of conduct while performing quality patient care. To prepare you for this profession, these standards will be emphasized and developed throughout the curriculum.

Each student is responsible for the information contained in this manual. Please read the entire document and sign the final page, indicating that you understand the contents you have read and were given an opportunity to inquire about this information.

Sincerely,



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INSTITUTIONAL POLICIES

ACADEMIC ADVISING

Each student in the program will be assigned a faculty advisor. These advisors will assist the student with pre-registration, course changes, private conferences, and any other needs that the student may have. Each faculty advisor will have posted a minimum of five (5) hours per week at his/her own office during which time the student may make appointments. The PTA faculty have an open-door policy; however, scheduling an appointment is preferred to ensure adequate time for special problems/issues.

At mid-semester, all students will meet with their assigned faculty advisor to discuss their academic and clinical standing and their individual needs.

Additional information for students can be found here: https://www.cccc.edu/support-success/advising

ACADEMIC DISHONESTY

Central Carolina Community College expects every student to be committed to honesty and academic integrity. Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. Faculty are expected to uphold the standards of academic integrity in their courses and to handle violations in a manner consistent with student learning and the policies of the college.

Examples of actions that would violate Central Carolina Community College's Student Code of Conduct related to academic integrity:

- Collaborating on any assignment or assessment with another student if not explicitly permitted by the instructor or the assignments instructions
- Copying tests, assignments, projects, presentations, and similar work; submitting work that was previously submitted in another course or at another institution without prior instructor approval; changing grades without the instructor's knowledge; using unapproved sources (print, electronic, or web materials, etc.) during tests; receiving and giving assistance with tests or other assignments without instructor approval; and any action which misrepresents or defrauds.
- Representing others' work (papers, tests, assignments, projects, etc.) in any form, print, electronic, web, etc., as your own; not giving credit to work created or composed by another author (refer to The Publication Manual of the American Psychological Association, the MLA Handbook, or other approved style guide); or submitting a purchased paper, project, or presentation as your own original work. If your name is on submitted work for academic credit, it represents your work only.
- Allowing others to copy your work, providing your work to others for submission as their own, lying to improve your grade or others' grades, changing a graded work and submitting it for

regrading, stealing or destroying others' work, collaborating on work without instructor approval, or impersonating another by taking their examination.

It is the student's responsibility to contact an instructor about any questions regarding academic integrity. If a student is unsure whether some action is permitted or acceptable, he or she is always advised to clarify the point of concern prior to submission with the instructor.

If a student commits an act of academic dishonesty, the consequences may include one or more of the following at the discretion of CCCC instructors or administrators: receive a zero grade on that assignment, a requirement to repeat the assignment for less or no credit, receive an "F" in that course, and/or be suspended or expelled from the college.

The information provided here is derived from CCCC's published policies on Academic Integrity. For more information about the Student Code of Conduct https://www.cccc.edu/handbook/ , please refer to the Policies and Procedures Manual at https://www.cccc.edu/consumer-information-compliance/policies-procedures

ACADEMIC POLICIES AND STUDENT RIGHTS

Current student academic policies can be found in the current version of the catalog and can be found here: http://www.cccc.edu/registrar/policies/.

COMPLAINT POLICY

Central Carolina Community College values its students and welcomes the opportunity to discuss any student concerns. Any PTA Program complaints should first be addressed with the instructor, Department Chair, or appropriate party. Unresolved complaints about an instructor should be directed to Tiffany Needham, PTA Department Chair at tneedham@cccc.edu or (919) 545-8652. Unresolved complaints about the Department Chair should be directed to Dr. Denise Martin, Dean of Health Sciences and Professional Services, at dmartin@cccc.edu, or 919-718-7564. All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints can be submitted online, including an anonymous complaint on the PTA Online Complaint Form.

COUNSELING SERVICES

Counseling services are available to all enrolled and prospective students. Students are invited to use the services as they plan, upgrade, modify, and/or consider changes in their educational goals. The counselors are highly qualified and are available to discuss concerns that may influence students' educational programs. Counselors will arrange confidential conferences to discuss any concerns, to

provide needed guidance, and/or to make individual referrals. Mental health counselors are not available on campus. However, students should contact the Central Carolina Cares to identify resources available.

Additional information for students can be found here: https://www.cccc.edu/we-care/

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- Students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.
- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing.

After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR S 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, county of residence, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Students may not have access to the following information:

- Parent's financial records (without written consent from the parent)
- Law enforcement records
- Psychiatric records, or similar records in connection with the treatment of the student
- Letters/statements of recommendation

Directory Information is defined by Central Carolina Community College as the following items:

- Name
- County of Residence
- Academic Major
- Enrollment Periods
- Hours Earned
- Degrees Awarded
- Awards Received

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1 (800) 877-8339. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

GRADE APPEALS

Students have the right to appeal any grade within fifteen (15) class days after the posted date of the grade. The procedure prescribed for a student to exercise the right to appeal a grade is as follows:

1. First, the student must go to the instructor or staff member with whom the problem originated and attempt to resolve the problem at this level. If the grievance is determined to be an academic or grade appeal, the student must follow the steps outlined here.
2. The student initiates the appeal of an individual grade or course grade by completing the biographical and descriptive information prompted on the first page of the Grade Appeal Form. The student then submits the completed form to the instructor of the class in which the grade was assigned.
3. The instructor reviews the description of the problem and any related supporting evidence documented on the form by the student and then renders a decision to either uphold or amend

the grade. The instructor records information related to the decision on the form and reports this information to the student. Based on the instructor's decision, the student indicates on the form whether to accept the instructor's decision or to continue the appeal process.

4. If the student wishes to continue the appeal process, then the student has the right to appeal the instructor's decision to the appropriate supervising department chair who will, in turn, respond with a decision to uphold the original grade or to overturn the instructor's decision. If, after completing this step, the student feels that the issue is still unresolved, then the student has the right to appeal the department chair's decision to the appropriate supervising academic dean who will respond with a decision to uphold the original grade or to overturn the department chair's decision. If the issue is still unresolved, the student may continue the appeal process based on the time frames and sequence specified on the Grade Appeal Form.

HEALTH SERVICES

Because this is a non-residential campus, health services are not available. For healthcare needs, students should contact their personal healthcare providers or activate emergency services (911) in the event of an emergency.

INCLEMENT WEATHER POLICY

When it is determined that weather conditions are severe enough to warrant closing the college, the information will be made available as soon as possible. Students should visit the college website for the most up-to-date inclement weather postings.

Students are encouraged to register for CCCC's Cougar Alert system, which alerts students of college closures due to inclement weather.

All inclement weather days not made up by an administrative change in the college's calendar will be made up by the instructor utilizing one of the following options: a) alternate assignment relevant to course objectives, b) schedule extra class sessions, c) holding conferences with individual students, or d) extend scheduled class time.

LIBRARY SERVICES

The Central Carolina Community College Libraries provide the following services. Comparable access to all library services is provided for off-site and distance students.

Reference services are available in person at the library, by telephone, through email, and through an online chat service. The Library page on the college website enables library users to call, send an email

reference question to a librarian, or to schedule an appointment with a librarian for a research consultation. Phone numbers are located on the Library Staff page nested under the About the Libraries page. Links to library YouTube tutorials and research guides are also provided. The online chat service is on the Library home page and is available 24 hours a day, Monday through Friday, and 8:00am until midnight, Saturday and Sunday. This service connects the library user to a live chat session for off-campus reference assistance both during and outside regular library hours.

Public access computers provide access to the library catalog, electronic research databases, the Internet, and any curriculum-specific electronic resources requested by individual departments for student use. The library catalog and all research databases are accessible both on and off campus. All computers at all three campus libraries provide access to Microsoft Office software. Wireless Internet access is also available. Other instructional sites also have computers available for accessing library resources online.

Instruction and training sessions are made available to students at all campus locations. Instructors may arrange for library instruction in their particular discipline area, which covers subject specific resources. One-on-one student instruction is available upon individual request or by appointment. Instructional YouTube tutorials and research guides are also available via the library website for online students or when the library is closed. Librarians are embedded in Blackboard classes, which allows them to answer student questions, participate in discussion board posts, and create instruction modules for students.

Borrowing privileges are granted to CCCC faculty, staff, and students. Materials may be checked out for three weeks with one renewal at all campus libraries. Students may also borrow materials from other libraries within the North Carolina Community College Evergreen consortium. Resources are available for distance education students by mail upon request. Students at other instructional sites may request materials from the libraries to be delivered to their CCCC site. A library liaison at each of these other sites serves as a contact for picking up requested books and for providing library information.

Interlibrary Loan services allow users to request books not available at a campus library or through the North Carolina Community College Evergreen (NCCCE) consortium. This service provides access to the holdings of libraries listed in the OCLC WorldCat database. Interlibrary loan requests can be made through an online request form on the Library Homepage.

Photocopying and printing services are available to students at no cost at the Lee and Harnett campuses, with a 25 page daily limit. Wireless printing at the Chatham Community Library is 10¢ per page through a coin-operated or cash system.

Study rooms are available for group study at all campus libraries. Study rooms at the Lee and Harnett campuses are equipped with a 40-inch computer screen with MS Office software, a high-definition webcam for recording presentations and web conferencing, and a dry erase whiteboard for collaborative

group study. There are five study rooms at the Lee campus, two at the Harnett campus, and seven at the Chatham campus. All study rooms at the Chatham Community Library are equipped with a dry erase whiteboard. Study rooms at the Lee and Harnett campuses may be reserved online through the homepage.

Headphones, portable chargers, and charging cords are available for library use at the Harnett and Lee campuses. The Chatham Community Library provides headphones and two external DVD drives for viewing DVDs on a computer station.

PTA students have a customized research guide on the CCCC Library site with PTA specific resources. This library resource is embedded into all PTA Blackboard courses and can be found here: https://cccc.libguides.com/PhysicalTherapyAssistant

In addition to the Library Services mentioned above, the PTA Program houses multiple journals and information for each student to access throughout their time in the program. Becoming a member of APTA will also grant access to many platforms for research and education.

STUDENT ACCESSIBILITY SERVICES

Central Carolina Community College is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law on July 26, 1990. In 1994, Central Carolina Community College established the Office of Student Accessibility Services to facilitate the provisions of reasonable accommodations for all students with disabilities. This office coordinates services between the faculty and the special population students. Our instructors and staff have experience working with students who have disabilities to help them obtain the education they need to enter the workforce or transfer to a four-year institution.

The College has a legal obligation to provide appropriate accommodations for students with documented disabilities. Students should contact the Student Accessibility Services Department at (919) 718-7414 to inquire about the accommodation process. Please refer to the current College Catalog for more information at https://www.cccc.edu/catalog/.

STUDENTS RIGHTS AND RESPONSIBILITIES

CCCC cultivates student growth by promoting students' awareness and understanding of their rights and responsibilities. Student Rights and Responsibilities can be found in the College Catalog and at https://www.cccc.edu/catalog/. This site includes but is not limited to the following information:

- Academic Honesty

- Appealing a Grade
- Career Center
- Campus Safety
- College Success Center
- Counseling
- Financial Aid
- Inclement Weather Closings
- Library Services
- Listening Lab
- Login Help
- Non-Discrimination/Title IX
- Open Computer Lab
- Student Activities
- Students with Disabilities
- Tutoring (In-person and online, all at no charge to the student)
- Upswing
- Writing and Reading Center

STUDENTS SERVICE WORK (Service Learning)

Service learning is a teaching and learning strategy that integrates community service with instruction to enrich the learning experience, teach civic responsibility, and strengthen communities. Promoting Active Learning and Service program (P.A.L.S) was established in 2012 to meet the diverse needs of our students, strengthen ties to the community, and to offer faculty and staff with more leadership opportunities. PALS operates under the Division of Student Learning. The PALS program enhances the traditional teaching and learning process by partnering students, instructors, and staff with the mission of being civically engaged and contributing positively to the growth of their community.

We achieve this by providing mentorship and access to service-learning opportunities. Students are required to complete two (2) hours of service learning and two (2) hours of reflection in their ACA course. Information on PALS can be found here: http://www.cccc.edu/studentservices/pals/student-info/



PROGRAM POLICIES AND PROCEDURES

ABOUT THE PTA PROGRAM

GENERAL INFORMATION

The PTA program is designed for the full-time student. PTA classes are taught in the daytime hours; however, evening or weekend hours may be required for general and clinical education courses. PTAs are required to uphold high standards of ethical practice and professional standards of conduct while performing quality patient care. To prepare students for this profession, these standards will be emphasized and developed throughout the curriculum. Each student is responsible for the information contained in this manual. Please read the entire document and complete LMS verification, indicating that you understand the contents and were given an opportunity to inquire about this information. Please reference PTA Program webpage within CCCC's website for additional information and resources.

CORE FACULTY

Department Chair (DC): Tiffany Needham, PTA, MS, CEASIII
919-545-8652 office
336-362-9966 cell
tneedham@cccc.edu

Academic Coordinator of Clinical Education (ACCE): Jason Harloff, PT, MSPT, AT-Ret
919-545-8642 office
919-924-3747 cell
jharloff@cccc.edu

ACCREDITATION STATEMENT

The Physical Therapist Assistant Program at Central Carolina Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditationsupport@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 919-545-8652 or email tneedham@cccc.edu.

DESCRIPTION OF PHYSICAL THERAPY PRACTICE

Physical Therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. "Physical therapists are health care professionals who:

- Maintain, restore, and improve movement, activity, and health enabling individuals of all ages to have optimal functioning and quality of life.
- Ensure patient safety and apply evidence to provide efficient and effective care.
- Evaluate, diagnose, and manage individuals of all ages who have impairments, activity limitations, and participation restrictions.
- Promote health, wellness, and fitness through risk factor identification and the implementation of services to reduce risk, slow the progression of or prevent functional decline and disability, and enhance participation in chosen life situations" (APTA, 2011).

ROLE OF THE PTA

"Physical Therapist Assistants, under the direction and supervision of the physical therapist, play a vital role in providing the public with Access to physical therapy services. The PTA's work includes implementing selected components of patient/client interventions; obtaining outcomes data related to the interventions provided; modifying interventions either to progress the patient/client as directed by the physical therapist or to ensure patient/client safety and comfort; educating and interacting with other health care providers, students, aides/technicians, volunteers, and patients/clients and their families and caregivers; and responding to patient/client and environmental emergency situations" (APTA, 2011).

PTAs work in a variety of settings including acute and long-term care hospitals, skilled nursing facilities, home health care, inpatient rehabilitation facilities, private practice offices, outpatient clinics, schools, and more. "American Physical Therapy Association (APTA) policy identifies the PTA as the only individual other than a physical therapist who provides physical therapy services. PTAs are a vital part of the physical therapy services available to the public in all clinical settings. Opportunities for career development are limited by the level of education, nature of the work, and supervision requirements" (APTA, 2011).

Source: American Physical Therapy Association. (January 2011). Today's Physical Therapist: A Comprehensive Review of a 21st-Century Health Care Profession. Available at: https://www.apta.org/

LICENSURE

Graduation from a CAPTE accredited PTA education program or its equivalency and passage of the National Physical Therapy Exam (NPTE) is required for licensure. Graduation from this program does not guarantee licensure as a PTA, and it is the student's responsibility to be aware of the licensure requirements in each state. Complete information on practice acts and regulations can be obtained from the individual state licensing boards or through The Federation of State Boards of Physical Therapy (https://www.fsbpt.org/). Specific information regarding application for licensure will be available to the student during the last term of study. Students may be eligible to take the NPTE prior to graduation as determined by the Department Chair with a passing PEAT score, professionalism throughout the program, and meeting/exceeding progression standards in each course.

INSTITUTIONAL MISSION

The mission of Central Carolina Community College (CCCC) is to foster individual, community, and economic development through transformative lifelong learning. In keeping with the mission of the college, the Physical Therapist Assistant (PTA) program will provide a high standard of quality academic and clinical opportunities that enable graduates to become competent, caring, and qualified entry-level physical therapist assistants. Graduates of the program will be eligible to take the PTA licensure exam offered by the Federation of the Board of Physical Therapy and ultimately eligible for licensure in North Carolina.

PROGRAMMATIC MISSION

In keeping with the stated purpose of Central Carolina Community College, the Physical Therapist Assistant (PTA) Program strives to produce physical therapist assistants who, under the direction and supervision of physical therapists, reflect the highest standards of practice and conduct within the profession of physical therapy.

PROGRAMMATIC VISION

The CCCC PTA Program will be recognized in the region, state, and nation as a quality PTA educational program with superlative faculty members, staff, and students dedicated to paving the pathway for our community, college, staff, and profession.

PROGRAMMATIC PHILOSOPHY

To complete our programmatic mission, we must prepare students to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. We seek to provide full and equal access to opportunities for educational success to meet the community needs.

We believe that physical therapy is a dynamic profession, blending science with the use of evidence-based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.

We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes. We believe in using educational methods that are current and supportive of students in the teaching and learning environment. Learning is enhanced by the presentation of information from simple to complex.

PROGRAMMATIC LEARNING OBJECTIVES

1. Demonstrate safe, efficient, efficacious interventions, under the direction and supervision of a physical therapist, in a legal, ethical, and competent manner as a PTA.
    a) The CCCC PTA program will achieve at least an 85% annual pass rate on the National Physical Therapy EXAM (NPTE).
    b) A minimum of 90% of licensed PTA graduates seeking employment will be employed as a PTA within one year of graduation.
    c) A minimum of 80% of responses on Employer Surveys will rate the CCCC PTA graduates as being adequately prepared for entry into practice, with relation to safety, efficiency, and efficacious interventions.
2. Demonstrate the professional and core values of an entry-level PTA.
    a) 100% of students will be assessed at “entry-level” on all CPI criteria during clinical education experiences prior to graduation.
    b) A minimum of 80% of responses on Employer Surveys will rate CCCC PTA graduates as being adequately prepared or higher for entry into practice, with relation to professionalism.
3. Recognize the importance of maintaining competence in applicable areas of physical therapy practice through a commitment to professional development, life-long learning, and the utilization of resources to provide high-value physical therapy services.
    a) 75% of PTA Program licensed graduates will report participation in continuing competence activities and professional development to adhere to NC Board of Physical Therapy Examiners’ continuing competency requirements in the One-Year Graduate Follow-Up Survey.
    b) A minimum of 80% of responses on Employer Surveys will rate CCCC PTA graduates as being adequately prepared or higher for entry into practice, with relation to professional development, life-long learning, and utilization of resources.

4. Demonstrate effective communication skills in a culturally competent manner with patients and their families/caregivers, other healthcare providers, and the public.
    a) A minimum of 80% of responses on Employer Surveys will rate CCCC PTA graduates as being adequately prepared for entry into practice, with relation to communication skills.
    b) A minimum of 80% of responses on Student Graduate Surveys will report "Agree" or higher regarding the ability to communicate in a culturally competent manner.

PROGRAMMATIC GOALS AND OUTCOMES

1. Provide a contemporary and comprehensive curriculum blending didactic and clinical education in accordance with CAPTE and the Federation of State Boards of Physical Therapy guidelines, and CCCC's mission.
    a) 100% of core faculty will participate in continuing competence activities and professional development each year to adhere to NC Board of Physical Therapy Examiners' continuing competence and College requirements.
    b) A minimum of 80% of responses on Student Exit Surveys and Graduate Surveys will report "Agree" or higher regarding a contemporary and comprehensive curriculum.
    c) A minimum of 90% of the PTA Program Advisory Board members will report satisfaction with the outlined curriculum on the annual PAC Survey.
    d) The attrition rate of enrolled students in the PTA Program will be 30% or less per cohort.
2. Graduate competent, ethical, and professional entry-level physical therapist assistants able to work under the direction and supervision of a physical therapist.
    a) 100% of students will be assessed at "entry-level" on all CPI criteria during clinical education experiences prior to graduation.
    b) A minimum of 85% pass rate among graduates who sit for the National Physical Therapy Exam (NPTE) annually.
    c) A minimum of 90% of licensed PTA graduates seeking employment will be employed in-field within one year of graduation.
    d) A minimum of 80% of responses on Employer Surveys will rate CCCC PTA graduates as being adequately prepared for entry into practice.
3. Promote the importance of lifelong learning and involvement in order to support the profession of physical therapy, College, and the PTA program.
    a) 100% of full-time PTA program faculty will participate in educational opportunities and or meetings to integrate current professional physical therapy research, topics, and current issues into the curriculum.
    b) 100% of core faculty will participate in continuing competence activities and professional development each year to adhere to NC Board of Physical Therapy Examiners continuing competence and College requirements.
    c) 100% of full-time PTA program faculty will maintain membership in the APTA and APTA NC.

4. Function as an integral part of the College through faculty participation in committee assignments, professional development, promotion of student involvement, and recruitment activities.
    a) 100% of full-time PTA Program faculty will serve on a College committee.
    b) 100% of full-time PTA Program faculty will participate in PTA Program faculty meetings during the semester(s) they are instructing.
    c) 100% of PTA faculty members will serve on the PTA Program Advisory Committee.

PHILOSOPHY OF PTA FACULTY

CCCC PTA faculty believe that the most important function of the technical program is to educate PTAs to be generalists able to perform, in a safe, legal and ethical manner, the duties assigned by the supervising physical therapist and to administer delegated portions of the skilled intervention. In addition, the program must provide the student with entry level knowledge and skills in the areas proposed by the curriculum objectives. The faculty believe that a combination of didactic and clinical experiences provides the best foundation for an entry-level PTA.

The PTA Program faculty value excellence in teaching and participate in activities that enhance instruction. The faculty recognize the need for diversity in teaching methods and adapt methods to suit the needs of the learners and the objectives. In order to provide a solid technical education, faculty must be qualified in the areas in which they teach by virtue of clinical experience, scholarly activity, or both.

The PTA Program faculty are committed to excellence in advisement of PTA students and implement policies and procedures to ensure that faculty are available and accessible to all students.

Program faculty are committed to helping admitted students succeed in the program while maintaining high academic standards. Policies and procedures have been established to enhance student academic performance and retention. CCCC is dedicated to equality of opportunity within its community. Accordingly, the College does not discriminate or harass on the basis of race, color, national origin, sex, orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. The PTA program is committed to positive action to secure equal opportunity regardless of those characteristics.

The PTA faculty believe that service to the College, the community, and the profession are important responsibilities. The faculty believe that clinical practice as well as active participation in professional organizations enhance the quality of physical therapy care delivery, and that service to the College enables the program to advance CCCC's mission.

PTA TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS

The Technical Standards and Essential Functions, detailed in Appendix A of this manual, reflect expectations of a student in the PTA Program for the performance of common physical therapy functions. In adopting these standards, the PTA Program is mindful of the patient's right to safe function in a broad variety of clinical situations while administering physical therapy interventions. These standards do not encompass all that may be required for the employment of the PTA Program graduate. In order to verify the students' ability to perform these essential functions, students are required to demonstrate these technical standards throughout the curriculum. The safety of students when in the role of subjects or patient simulations will be emphasized throughout. The student's ability to meet these standards is determined through successful completion of the requirements of the program and individual courses, which are evaluated by various assessments given by the faculty.

The PTA Program fully supports the provision of reasonable accommodations to students with special needs. Program requirements will not be altered. In 1994, Central Carolina Community College established the Student Accessibility Services to facilitate the provisions of reasonable accommodations for all students with disabilities. This office coordinates services between the faculty and the special population students. Our instructors and staff have experience working with students who have disabilities to help them obtain the education they need to enter the workforce or transfer to a four-year institution. Students are encouraged to contact the Office of Student Accessibility Services and/or Department Chair as early as possible to discuss their particular situation. The College has a legal obligation to provide appropriate accommodations for students with documented disabilities. Students should contact the Student Accessibility Services Department at (919) 718-7414 to inquire about the accommodation process. Please refer to the current College Catalog for more information at https://www.cccc.edu/catalog/ or the Student Accessibility portion of this manual.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. If an applicant can perform the Technical Standards and Essential Functions listed, the applicant is "otherwise qualified" under the law and must be treated the same as a person without a disability. A person who cannot perform the Technical Standards and Essential Functions is not "otherwise qualified" and may be denied Access to the program without discrimination.

FINANCIAL AID

Please refer to the current College Catalog and/or contact the financial aid office for additional information at (919) 718-7229, or www.cccc.edu/financialaid.

ESTIMATED STUDENT EXPENSE

A Financial Fact Sheet is available on the program website to assist students with financial planning and to provide an estimate of anticipated program-related costs. Tuition and fees are subject to change. Students should refer to the current College Catalog for detailed and updated semester tuition and fee information.

In addition to tuition and institutional fees, students are responsible for maintaining all required admission and program compliance items, including current CPR certification, immunizations, background checks, drug screening, and any other required health or clinical documentation. All associated costs are the responsibility of the student.

Additional program-related expenses may include, but are not limited to:

- National Physical Therapy Examination (NPTE) registration fee
- Practice Exam and Assessment Tool (PEAT) examinations
- Graduation-related expenses
- American Physical Therapy Association (APTA) membership and educational resources
- Licensure preparation course (if applicable)

Graduates must successfully complete the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants, administered by the Federation of State Boards of Physical Therapy (FSBPT), to be eligible for licensure. The current NPTE examination fee is approximately $750; however, fees are subject to change. Students are encouraged to review the FSBPT website for the most current information regarding examination and licensure costs.

DISABILITY STATEMENT

Please refer to the College Catalog. Students who seek reasonable accommodations should notify the Student Accessibility Services and/or Department Chair as early as possible to discuss their particular situation.

EQUAL OPPORTUNITY POLICY

Please refer to the College Catalog.

STUDENT GRIEVANCE PROCEDURES

Please reference the College Catalog and Student Manual for the General Complaint Procedures for Students and the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

STANDARDS OF ACADEMIC PROGRESS

Refer to the College Catalog for details on making measurable progress toward completion of programs of study, policies regarding academic dismissal, and procedures for appeals.

PROGRESSIONS STANDARDS

Enrolled PTA students are required to satisfactorily complete all technical phase course and clinical education requirements in order to remain in good standing and to be eligible for graduation. Students and program faculty must comply with published programmatic policies, syllabi, course goals and objectives, as well as published College requirements to ensure satisfactory student progress through the technical phase.

The PTA Department Chair (DC), Academic Coordinator of Clinical Education (ACCE), and faculty are responsible for monitoring the technical phase progressions and reinstatement policies, which include academic, clinical, and professional domains related to the PTA Program. The DC, ACCE, and faculty review the progress of each student no less than once per semester and more frequently as indicated. The DC will recommend an appropriate action for each student based on the student's academic, clinical, and professional performance. These actions may include progression to the next semester, graduation, probation, continued probation, removal from probation, suspension, or dismissal. The DC may recommend other actions including, but not limited to, remediation or repetition of coursework and participation in academic tutoring.

The policies described below either clarify, operationalize, or augment the CCCC Satisfactory Academic Progress Policies.

Good Standing Status

Students must meet all of the following criteria while in the technical phase of the program:

1. Maintain the minimum cumulative grade point average (CGPA) of 2.0 for all technical PTA designated courses during each semester of the technical phase.
2. Successfully complete academic coursework by achieving a minimum grade of "C" (70%) in all PTA designated courses and an 80% or greater in all clinical experience to pass the course. If a course has a lab element, the evaluation requirements are divided into lecture and laboratory components. In order for a final grade to be calculated, students must achieve a minimum average of 70% in EACH individual component. Averages below 70% in either the lecture or laboratory component will result in a "D" or "F" grade. If BOTH components meet the minimum 70%, they will be averaged together to assign the final course grade. In addition, all competency skills check-offs, per course syllabi, must receive a final passing (P) grade.

a. Students who do not achieve a minimum grade of "C" in any PTA course are unable to continue in the curriculum and will be immediately dismissed. Please refer to the Dismissal Process below.
b. Remediation While in Good Standing:
    i. Remediation is mandatory if a student scores less than 75% on a written exam or if the student fails to demonstrate all designated critical safety elements in a practical examination. Failure to remediate via the format prescribed by the instructor (or DC) will result in an incomplete grade. Refer to the College Catalog for the requirements for resolution of an incomplete grade.
    ii. A written remediation plan (e.g., Student Counseling Report, Student Learning Contract, etc.) is initiated when a student's average is nearing or below a failing grade for the course. Failure to comply with a remediation plan is likely to result in a failing grade.

3. Successfully complete clinical coursework with a grade of pass (P). To receive a passing grade (P), students must meet minimal competency standards and successfully complete all course requirements as published in clinical course syllabi.
    a. If the student fails to receive a passing grade in any clinical course or if they are removed or withdraw from a clinical affiliation, they will proceed to Level Two: Suspension.
4. Student Code of Conduct/Professional Behavior
    a. Students will abide by the Code of Conduct (see Policies and Procedures Manual and PTA Professional Conduct Code below).
5. Provide a "Statement of Good Standing" as required for any applicant who has a previous unsuccessful attempt in an Allied Health Science program. The form can be accessed here: https://www.cccc.edu/admissions/competitive-admissions/files/CCCC-Statement-of-Good-Standing.pdf

Dismissal and Withdrawal Process

1. Level One: "Warning"

Failure to maintain the minimum cumulative GPA of 2.0 will result in the student being placed on warning. The student will be permitted to remain on warning for a maximum of one semester. If this requirement is not met, the student will be removed from the program (see Level Three: Immediate Dismissal).

2. Level Two: "Suspension"

Withdrawal or removal from a clinical course or receipt of a failing grade in a clinical course will result in suspension while the DC investigates the situation. The DC will choose one of the following actions within 14 calendar days of the occurrence:

a. If the Progressions Committee (PC) determines that the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course. The DC will outline requirements for completion of the course in

conjunction with the DC and Academic Coordinator of Clinical Education (ACCE). The option to repeat a clinical course will be offered only once for any student while in the technical phase of the program.

b. If the committee deems the withdrawal/removal or failing grade a substantial indicator that the student will not succeed in the profession, the student will proceed to Level Three: Immediate Dismissal.

3. Level Three: "Immediate Dismissal"

Students are immediately dismissed when any of the following occur:

a. Failure to achieve a cumulative GPA of 2.0 within one semester of being placed on warning status.
b. Failure to achieve a cumulative GPA of 2.0 prior to the first full-time experience.
c. Receipt of one or more "D" or "F" grades in academic coursework.
d. The PTA Department Chair and Faculty recommends dismissal in the case of an incomplete clinical course or failed clinical course.
e. The PC recommends dismissal in the case of a significant policy, Code of Conduct, or PTA Professional Conduct Code violation.

The Department Chair will notify students in writing if they are dismissed from the program. PTA students wishing to appeal their dismissal must follow the procedures highlighted in the Student Handbook and Catalog.

Students who have been dismissed from the program may be considered for reinstatement by following the PTA Reinstatement Procedure. Note: If the student is dismissed a second time while in the technical phase, the student will be permanently removed from the program and will not be eligible for readmission. Students should be aware that withdrawing from any course within the PTA curriculum schedule automatically withdraws the student from the PTA program.

REINSTATEMENT POLICY

Students who wish to be considered for reinstatement should reapply using the following procedure. The reinstatement process will only be offered once. There is no guarantee of reinstatement for any student.

To begin the reinstatement process, the student must apply in writing to the Department Chair requesting reinstatement in the program. The letter must include the date the student wishes to return and a rationale describing how the student plans to complete the program successfully. The letter must be received by the Department Chair no later than 60 days prior to the first day of the academic semester into which the student wishes to reenroll. The PC will meet within 3 weeks of receipt of the

letter to consider the reinstatement request and complete a plan of action to address the reasons for withdraw/dismissal.

The Department Chair will formally notify the student of their decision and plan of action within 5 business days of the meeting. If remediation or other action is warranted, it must be successfully completed no less than 7 calendar days prior to the start of the semester in which the student wishes to reenroll. If this does not occur, the student must reinitiate the reinstatement process. The final decision for acceptance into the next cohort will be based upon available slots in the cohort, successful completion of any actions required by the DC, and a reasonable expectation that the student in question has potential to succeed in the program.

Reinstatement Procedure

1. If the student withdrew or was dismissed during the first semester of the program, the DC may elect to have the student enter the ranking process to gain admission to the next cohort. The student will be required to follow the same application process as all other applicants. If the student gains admission to the technical phase, he/she will repeat all previously attempted PTA coursework.
2. If the student withdrew or was dismissed after completing one or more semesters of the program, the DC will determine what coursework, if any, must be repeated upon reinstatement. The student must repeat any course in which the student did not achieve a minimum grade of "C" (70%), however the DC may also require a student to repeat coursework that was completed successfully if it is deemed to be critical to the success of the student (see financial aid for costs associated with retaking coursework). The DC may also require actions including, but not limited to, remediation, competency checks, and/or written or didactic exams to determine if the student is suitable to return to the program and to help ensure student success. When a student repeats a course a minimum grade of B (80%) must be achieved in order to continue in the curriculum. If the student fails to achieve a minimum grade of B (80%) in repeated coursework, the student will be dismissed from the program and is not eligible for reinstatement.
3. Students who are eligible for reinstatement and who have been out of the program for longer than one year must reapply for admission to the college and meet the current admissions requirements of the technical phase of the PTA program.
4. The reinstated student will be required to comply with the curriculum and requirements enforced at the time of reinstatement, including any changes made to the curriculum or prerequisites during the student's absence from the program.
5. If a student is dismissed a second time while in the technical phase, the dismissal is permanent.

WITHDRAWAL POLICY

Please refer to the College Catalog for complete withdrawal procedures and policies. Students should be aware that withdrawing from a course within the PTA curriculum schedule automatically withdraws the

student from the PTA program. Please refer to the PTA Program Progressions Standards and Reinstatement Policy above.

REMEDIATION

Lecture Examinations

If a student scores less than a 75% on any written examination the following remediation procedures will be adhered to:

1. The original test grade will remain as scored.
2. The remediation format will be determined by the course instructor and described/outlined with the first test that requires remediation.
3. All exams requiring remediation must be completed and submitted prior to receiving a final grade in the course.
4. Failure to comply with these procedures will result in an incomplete grade for the course. Refer to the College Catalog for requirements for the resolution of an incomplete grade.

Laboratory Practical Examinations

All students will be made fully aware of the grading rubric and retake opportunities prior to each practical exam. The following remediation procedures will be adhered to:

1. A practical examination must be repeated if the student fails to correctly demonstrate all critical safety elements designated with an asterisk (*) and italicized on the grading rubric. The student will have a maximum of two (2) opportunities per exam to properly demonstrate all elements. If unsuccessful on both attempts, the student will receive an “F” in the course (refer to the PTA Progressions Standards).
2. If a student scores less than 75%, the student will be offered a single opportunity to retake the practical examination in order to achieve a maximum grade of 75%.
3. The student is responsible for coordinating adequate remediation with the instructor prior to any repeat practical exams. Repeated exams must be completed in a timely manner as determined by the course instructor.

Clinical Experience

Students enrolled in clinical education courses must achieve a minimum overall score of 80% and demonstrate entry-level performance consistent with the Clinical Course Rubric to successfully pass the clinical experience by the end of their final experience. The remediation format will be determined by the course instructor/ACCE/DC and described/outlined in a development plan for optimal success.

A written Clinical Remediation Plan will be developed collaboratively by:

- Student

- ACCE
- Department Chair (if applicable)
- Clinical Instructor/SCCE (when appropriate)

The plan will include:

- Specific performance deficits
- Measurable objectives
- Required corrective activities
- Timeline for completion
- Reassessment method
- Consequences of unsuccessful remediation

Remediation activities may include (but are not limited to):

- Targeted lab practice and competency reassessment
- Simulation-based remediation
- Additional clinical hours
- Written assignments addressing clinical reasoning
- Professional behavior contract
- Repeat clinical experience (if warranted)

A minimum score of 80% and satisfactory performance in all safety domains must be achieved to successfully complete remediation. Both clinical faculty and core faculty will determine if the student reaches entry-level prior to graduation with the ACCE having the final decision.

ACADEMIC COUNSELING

Students will be able to meet with their instructors during designated office hours/ tutoring hours. Office hours are posted outside each faculty member's office and/or in the course syllabus. Students must schedule appointments with faculty at a time that is mutually convenient for both the student and faculty. Appointments should be kept by both parties; if circumstances prevent this, the person unable to make the appointment should contact the other and attempt to reschedule. Students who are reinstated into the program will be assigned a faculty mentor to follow their progress throughout the program.

The PTA faculty are available for additional academic advising specific to PTA coursework and careers.

PTA PROFESSIONAL CONDUCT CODE

The PTA faculty consider professional behavior as one of the most important components in the education of PTA students. Students enrolled in the PTA Program are expected to abide by all of the following:

1.) CCCC Code of Conduct
2.) Core Values for the Physical Therapist and Physical Therapist Assistant (see below)
3.) Values-Based Behaviors for the PTA Self-Assessment Tool (Appendix C)
4.) American Physical Therapy Association's (APTA) *Guide for Conduct of the PTA*
5.) APTA's *Code of Ethics for the Physical Therapy Profession*
6.) Faculty Professional Behaviors Assessment Tool (Appendix D)
7.) Additional programmatic and instructor policies (e.g., attendance policies, lab rules, etc.) as published in the PTA Program Manual and course syllabi.

Code of Conduct violations will be documented in the students file and Self Service, referred to the Dean of Student Advising and Success, and addressed according to the disciplinary procedures published in the College Student Handbook. All other violations will be referred to the Department Chair and may result in a written remediation plan, and/or referral to the Vice President of Student Services.

The Core Values for the Physical Therapist and Physical Therapist Assistant is the framework for the professional conduct code adopted by the PTA program. The programmatic policies that follow serve as a guideline to help develop the professional core values requisite for the profession as defined in the APTA documents cited above.

Professionalism is a set of core values and attitudes that will be assessed in both classroom and clinical education experiences. Therefore, students must begin to display these professional core values during their academic preparation. Grading of professional core values will occur regularly in all courses and will be part of the final grade for each course (refer to course syllabi). This will be detailed in each course syllabus, advising students of the importance of these core values at the beginning of each course. Students will display these core values, assess their own performance with respect to the core values and be ready to make core value changes as directed by academic and clinical faculty. Failure to display the core values may result in a lower course grade, exclusion from a course, dismissal from a clinical education experience, or dismissal from the PTA Program.

CORE VALUES FOR THE PT AND PTA

Increasingly, successful entry-level therapists are being expected to demonstrate mastery of academic information, technical skills, and a set of professional behaviors referred to as core values. These core values are not explicitly part of the academic knowledge and technical skills but are, nevertheless, required for success in the profession.

In 2000, the American Physical Therapy Association (APTA) adopted Vision 2020. The strategic plan highlighted professionalism as one of its six key elements and set out to define and describe this concept by identifying behaviors graduates should demonstrate. As referenced in the Values-Based Behavior for

the Physical Therapist Assistant Self-Assessment, "The Values-Based Behaviors is a concise document that describes those values that most significantly influence PTAs providing patient/client care as a member of the physical therapy team". This document was later updated via the HOD and known today as our Core Values. This document outlines core values that guide the behavior of PTs and PTAs to provide the highest quality of physical therapy services: Accountability, Altruism, Collaboration, Compassion and Caring, Duty, Excellence, Inclusion, Integrity and Social Responsibility.

These core values, their definitions, and sample indicators, detailed in Appendix B, are now considered part of the formal training of PTAs and will be assessed and developed formally in this program. The faculty will introduce the observation, assessment and development of these abilities early in the curriculum and integrate them into each course. The core values are presented to students as a guide to CCCC's efforts to objectify, assess, and alter core values displayed in the academic setting so that the student is able to seek entry-level positions upon graduation and is ready to display the more advanced core values expected of a clinician. Specifically, the PTA Clinical Performance Instrument (CPI) and course practical rubrics assess the core values.

CCCC CODE OF CONDUCT

Each student who enters CCCC commits, by the act of enrolling, to full acceptance of the College Code of Conduct. For ease of reference, the Student Handbook contains the Code of Conduct, disciplinary procedures, and the appeals process. The Student Code of Conduct/Unprofessional Behavior Report form will be completed, recorded on spreadsheet, and filed.

ATTENDANCE

Dependability and cooperation are character traits that are important to success in the healthcare field. Students are responsible for attendance requirements per the College's current policy (see College Catalog. Due to the quality and content of the PTA Program curriculum, PTA students are held to higher attendance standards than the College attendance policy described in the College Catalog. Students are required to be present, punctual, professional, and prepared for all lectures, laboratories, and clinical educational experiences unless illness or emergency makes it inadvisable or impossible to be present.

A student, whether present or absent from class, is responsible for knowing all that is announced, discussed, or lectured upon in class or lab as well as for mastering all assigned reading and skills. A student is also responsible for submitting, on time, all assignments and tests, recitations, and unannounced quizzes. Make-up work may be permitted at the instructor's discretion, refer to each course syllabi for details. Students who miss an exam will be allowed to take a make-up exam before the

next class meeting at the discretion of the instructor. Only one test or quiz may be taken as a make-up test. It is the responsibility of the student to contact the instructor to schedule any make-up work.

An absence may be excused due to extenuating circumstances listed in the College Catalog. Students should refer to the clinical education information for attendance policies specific to those courses. There is no leave of absence option available at CCCC. Frequent absences, tardiness, and/or early departures will result in a Student Counseling Report and/or Student Learning Contract and may lead to referral to the Progressions Committee.

ACADEMIC INTEGRITY

The College maintains that all members of the academic community are expected to employ the highest standards of academic integrity in their work. Any violation of such may be subject to a penalty based on the infraction, which may include a reprimand, reduction in grade, failing grade, suspension, or dismissal from the College. Please see the Policies and Procedures Manual for the full Academic Integrity Policy, including violations and due process.

SOCIAL MEDIA

Social media, including websites and other applications, enables users a multitude of ways to communicate and share information. Although this technology provides users with many advantages, it can also pose challenges for students, especially those in healthcare related fields. Professional behavior includes all communication, including information sent electronically. The guidelines that follow provide a framework of acceptable social media use for students in the PTA program. The list below is for illustrative purposes only, and CCCC may sanction other conduct not specifically included on this list (please refer to the Code of Conduct policy, notably computer policies, harassment, and offensive conduct).

- Students are responsible for the material they post. Posted information is often permanent and can affect the reputation of everyone involved. Future employers and colleagues can often access a prospective employee's social media accounts and make judgments regarding professionalism and suitability for employment based upon this information.
- Inflammatory or defaming remarks regarding peers, faculty, clinical sites/instructors, program guests, or the College are not acceptable.
- Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students or faculty, it should be dealt with within the program and directly with the person(s) involved.
- Refrain from gossip about other students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly and privately.

- Social media posts, text messages, and e-mail can be forms of harassment if they interfere with a student's learning environment or an employee's work environment. Electronic harassment is separately prohibited in many states and may have legal consequences.
- Students are required to follow The Health Insurance Portability and Accountability Act (HIPAA) guidelines at all times. This includes keeping confidential protected health information (PHI) that would identify a patient, clinic, hospital, or employee of the facility.
- No photos of peers or faculty can be posted without direct permission.
- Presentations and materials issued in class (e.g., handouts, rubrics, etc.) are the legal property of the instructor who created them and the College and are never to be posted.
- Maintain appropriate boundaries when interacting with fellow students, academic and clinical faculty, and patients via social media. Follow professional and ethical guidelines at all times.
- Students have a responsibility to report content that violates the program's social media policy. It should first be brought to the attention of the individual so that he/she can take appropriate actions. If appropriate action is not taken or if the content violates professional and/or ethical guidelines, students should report the issue to the Department Chair.

Violations of the social media policy will be dealt with on a case-by-case basis. Action may include completion of a Student Counseling Report and/or referral to the Progressions Committee. Alleged violations of the Code of Conduct policy will be referred to the Dean of Health Sciences and Professional Services and/or Vice President of Student Services, depending on the nature of the violation.

PROGRAM GUESTS AND OFF CAMPUS EXPERIENCES

Volunteers, guest patients, and guest lecturers may be utilized to meet course and program objectives. Students are expected to maintain professional conduct at all times, especially when the program is hosting guests. Students may also be asked to attend off-campus experiences to supplement what is learned in the classroom. The student must voluntarily elect to participate and sign forms provided by the instructor prior to the activity. Students will be accompanied by the course instructor or other faculty member, who provides on-site leadership for the class. The student will conduct themselves as an ambassador of the CCCC PTA program, demonstrating attentiveness, respect and professional behavior during the experience.

The PTA Program requires that students follow HIPAA guidelines and keep confidential any information or materials shared during these educational experiences. This includes keeping confidential protected health information (PHI) that would identify a patient, clinic, hospital, or employee of the facility. No oral or written presentations produced as part of the education process may contain or refer to specific information which would identify any of the above. It is never acceptable to discuss patients with anyone not pertinent to the educational experience (e.g. social media).

LABORATORY ATTIRE AND DRESS CODE

Because of the hands-on nature of physical therapy, students are to dress for laboratory in a manner that allows free movement and exposure of areas of the body being studied while preserving modesty through appropriate draping. It is expected that all students will demonstrate decorum and respect for the privacy and personal space of their peers and patients. Violation of this policy will result in dismissal from the laboratory session and referral to the Department Chair without relieving the student of the necessity to learn the material covered in that session. Failure to comply with this policy will be reflected in the course grade for participation and professional behavior.

Students will not be admitted to laboratories without clean and proper attire. Garments must be appropriately fitted to provide modesty and mobility. This consists of shorts, tank top and/or T-shirt, socks, and supportive shoes. For designated laboratory sessions (related to the trunk or upper quadrant anatomy) females may be required to wear a modest sports bra/halter top or similar garment, and males may be required to remove their shirt. Only those areas being addressed in the laboratory session will be expected to be exposed for laboratory activities. Any student who feels uncomfortable exposing certain areas of the body should notify the course instructor so that a solution or alternative can be developed prior to the learning experience. If a student has a medical condition that would preclude them from participation in program activities, it is the student's responsibility to inform the course instructor.

Hygiene and grooming are important components of safety and professional standards and are enforced throughout the technical preparation courses in the curriculum. Examples of this include: hair (including facial hair) that is neat and secured; clean, short nails (no acrylics or gel); no hats; simple jewelry in moderation that does not dangle or pose a hazard to others in the lab; and avoidance of strong perfume/cologne/lotions. Please refer to Clinical Education Experience Safety Guidelines for further specific information on this policy.

OPEN LAB POLICY

The PTA program will provide open lab hours outside of scheduled class time to facilitate learning and development of psychomotor skills. Although attendance is not mandatory, the faculty highly recommend attendance at all offered hours, as significant practice is required for motor learning to occur. As such, students may be required to attend open lab hours to meet the provisions of student learning contracts and/or remediation. Open lab hours will be designated on the semesterly class schedule and may be subject to change. Additional hours may be offered on a case-by-case basis. Professional behavior is expected and students must follow the expectations outlined in this manual, the Code of Conduct, and the posted PTA laboratory rules at all times.

The lab is available only for those students currently in the technical phase of the program. All motor skills, including those that require use of equipment and supplies, are not to be performed without the supervision of an instructor. Only skills that have previously been taught can be practiced in the lab; students are not to engage in activities not yet covered in the curriculum and/or those that have been learned off-campus. Electrical modalities are stored in locked areas and able to be accessed and used only with direct, line of sight supervision of a faculty member. Students are responsible for leaving the lab in a clean and orderly condition, ensuring all equipment is stored in its proper place and the main lab door is locked. Please reference the PTA laboratory rules at all times for specific details.

LABORATORY RULES

1. Professional behavior and conduct is expected of students at all times.
2. Equipment will not be used by students for laboratory practice until its correct use, contraindications, and precautions have been reviewed by an instructor. No equipment or supplies will be used without the supervision of an instructor.
3. Learning the hands-on skills of a PTA will involve palpation, passive motion, assessing body alignment, testing strength, and guiding motions. Since these processes must be done with maximum respect, caring, and consideration for a patient's modesty, the same will be expected in the laboratory.
4. Know the location of the first aid kit, fire extinguisher, and AED.
5. Students must handle all equipment and supplies properly and with care. This includes abiding by all manufacturer's instructions, safety guidelines, and precautions such as rules for electrical safety. If equipment malfunction is suspected during use in the lab, students are required to immediately stop using the equipment and notify the instructor of the situation. Students are NOT allowed to use any electrical equipment that lacks a current, valid safety inspection sticker or any equipment that has been tagged by faculty as unsafe for use. Equipment calibration and safety will be conducted on an annual basis by a contracted vendor.
6. No equipment or supplies may leave the lab without written consent from program faculty. If permission is granted for equipment removal from the lab, students are responsible for its safe return (in good working order) at the agreed upon return date and time.
7. Any accident or incident occurring in the lab must be reported immediately to the instructor.
8. Please help keep the lab clean and orderly at all times. Follow faculty instructions for correct use of sanitizing sprays, handling of soiled linens, etc. to maintain adherence to Occupational Safety and Health Administration (OSHA) regulations. Ensure equipment and supplies are stored in their proper place.
9. Security of personal belongings is everyone's responsibility. Any theft of student, College, or faculty property will be dealt with by law enforcement authorities.
10. Food, beverages, and tobacco are not permitted in the classrooms or laboratory at any time. Only plain water in clear plastic re-sealable bottles may be consumed.

11. Students are permitted and encouraged to practice lab skills with fellow classmates and monitor peer performance to minimize accidents related to errors. Under no circumstances is treatment to be provided in the lab by a student for a pathological condition except with express permission and supervision of a faculty member licensed to practice physical therapy in this state.
12. When in doubt, ask for assistance!

The CCCC PTA Program Laboratory Rules will remain posted in the PTA laboratory at all times for student reference. Failure to adhere to the laboratory conduct guidelines may result in a Student Counseling and/or referral to the Department Chair. Violations of the Code of Conduct will be reported to the Dean of Health Sciences and Human Services.

UNIVERSAL PRECAUTIONS AND POTENTIAL HEALTH RISKS

It is of primary concern to CCCC and the PTA Program to keep students as safe as possible. Safety regarding appropriate PTA skills and activities are covered in depth in the first semester of the PTA Program, and again in the individual courses throughout the curriculum. Physical therapist assistant students will work in a variety of healthcare settings during clinical education experiences. Students will be handling patients who may place them at risk for disease. To limit the potential health risks to both the student and the patient, students are required to follow the Standard/Universal Precautions and all safety standards as discussed in the courses and follow each facilities' policy. Failure to follow guidelines set forth by CCCC and the PTA Program can result in disciplinary action, and/or dismissal from the PTA Program.



CLINICAL EDUCATION POLICIES AND PROCEDURES

CLINICAL EDUCATION INTRODUCATION AND OVERVIEW

Welcome to Clinical Education! In addition to our general education and technical education courses, clinical education experiences play an important role in the preparation of the PTA. This section serves as a reference for the PTA student, Clinical Instructor (CI), Site Coordinator for Clinical Education (SCCE), and all stakeholders regarding all clinical education policies, procedures, and guidelines.

The PTA Program Faculty will assess each student's readiness prior to each clinical education experience. The student will either be placed or not be placed in the clinic based on this assessment. Considerations will include, but are not limited to the following areas:

1. Skill competency demonstrated on competency skill check-offs and practical exams
2. Professional Behaviors status
3. Prior or current probationary status
4. Clinical evaluations and performance from completed clinical education experiences

Specific course objectives, requirements and policies for clinical education are listed in the course syllabi for PTA 180 Clinical Education Introduction, PTA 260AB and PTA 260BB Advanced Clinical Education Practicum.

The Student Experience Clinical File Checklist (Appendix F) must be completed prior to the student being permitted to attend the first clinical education experience – PTA 180 Clinical Education Introduction. The documents related to this checklist are required by the state and clinic policies to be on file for all employees and students.

All students are required to adhere to the clinical education policies located in this manual. Students are also expected to comply with the policies and procedures of the clinical site to which they are assigned.

REQUIRED CONTACT HOURS FOR CLINICAL EDUCATION COURSES

PTA 180 Clinical Education Introduction: minimum 140 hours

- 4 weeks at 35 hours/week, with 2 weeks pre and post class time

PTA 260AB Advanced Clinical Education: minimum 210 hours

- 6 weeks at 35 hours/week, with by 1 week pre and post class time

PTA 260BB Advanced Clinical Education: minimum 210 hours

- 6 weeks at 35 hours/week, with by 1 week pre and post class time

TOTAL CLINICAL EDUCATION EXPERIENCE HOURS minimum 560 hours

Students in each cohort will be notified of exact dates of all clinical education coursework no later than the semester prior to the clinical experience.

RESPONSIBILITIES OF THE ACCE, SCCE, AND CI

Academic Coordinator of Clinical Education (ACCE)

The Academic Coordinator of Clinical Education (ACCE) is the PTA faculty responsible for coordinating the clinical education portion of the PTA program. The major responsibilities include the following:

1. Plan, coordinate, facilitate, monitor, and assess students in the clinical education component of the curriculum.
2. Work with clinical education faculty, SCCE and CI's to address the diverse needs of the PTA program students.
3. Work with faculty to develop, evaluate, and review curriculum to ensure maximum student competency and safety.
4. Collaborate with healthcare agencies to obtain clinical sites for students and supervise student clinical experiences.
5. Assist in maintaining program procedures and documentation as required by CAPTE.
6. Assist in implementing college and program policies, objectives, and functions in accordance with college philosophy and procedures.
7. Assist in student readiness for clinical experiences.
8. Facilitate completion of CSIF and complete the ACCE Performance on CI/Site Assessment tool.
9. Meet with students to discuss site selection and goals related to clinical experiences.
10. Ensure students participate in a variety of clinical experiences to meet program objectives.
11. Maintain and update the clinical site spreadsheet and clinical education portion of the program manual, and initiate contract renewals to the legal counsel at SCCC.
12. Facilitate conflict resolution as needed between student, CI and SCCE.
13. Ensure clinical sites and CI's meet program criteria.
14. Schedule phone calls, virtual or in person site visits both during and outside of clinical experiences.
15. Gather and analyze clinical education survey data in conjunction with site communication.

Site Coordinator of Clinical Education (SCCE)

The Site Coordinator of Clinical Education is the onsite employee of the facility that is responsible for coordinating the clinical education assignments. The major responsibilities include:

1. Coordination and selection of CI's for scheduled student experiences (in conjunction with ACCE).
2. Provide orientation to students upon arrival.
3. Serve as a resource for the CI and student.
4. Ensure that supervision of student requirements are met.
5. Complete/sign any appropriate documentation requirements as needed by CCCC.
6. The SCCE should contact the PTA Department Chair with any concerns involving the PTA program or ACCE. (Tiffany Needham: Tneedham@cccc.edu 919-545-8652).
7. The SCCE can contact the Commission on Accreditation in Physical Therapy Education (CAPTE) (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email:

accreditation@apta.org; website: http://www.capteonline.org) for complaints about the accreditation status of the CCCC PTA program.

Clinical Instructor (CI)

The Clinical Instructor (CI) is the PT or PTA that is clinically responsible for the instruction and supervision of the student. CI's are considered PTA Program clinical faculty members but are not employees of CCCC. The major responsibilities of the CI include:

1. Initiates/Completes the orientation checklist for students upon arrival.
2. Demonstrates ethical and professional behavior and acts as a role model for the student.
3. Responsible for collaborating with the student regarding the weekly progress reports.
4. Responsible for the legal and ethical supervision of the PTA student and ensures that the interventions provided are competent and safe for the patient.
5. Communicate with both the SCCE and ACCE regarding any concerns particularly those involving professionalism, behaviors, competency and safety.
6. Successful completion of APTAs Clinical Performance Instrument (CPI) training modules.
7. Assess and evaluate the student via the CPI, and the ACCE via Faculty Assessment of ACCE.
8. Provide learning opportunities for the student and plan for regularly scheduled meetings with the student for clinical discussion, goal progression, expectations, conflict resolution needs, and problem-solving strategies.
9. CIs will review course syllabi prior to each clinical experience which outline the programs expectations.

CCCC PTA CLINICAL EXPERIENCE OBJECTIVES OVERVIEW

The objectives for clinical education are a continuation of the objectives for the academic program with the end point of graduating students who are competent to begin practice in the field of physical therapy as a PTA under the supervision of a physical therapist.

The clinical education experience is designed to provide a progressive learning environment integrated with the sequence of academic course work. General goals for each phase of the clinical education experience for CCCC PTA students are:

Clinical Education Introduction (PTA 180): 140 total hours, 35 hrs/4 weeks. This course introduces the physical therapy clinic in planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care and communication. Upon completion, students should be able to demonstrate satisfactory performance in learned patient care skills, communication activities, and professional behaviors. The purpose of this affiliation is to provide an initial clinical experience for the student in order to gain an overview of the practice of physical therapy in a variety of settings. The student will have completed course work in Anatomy & Physiology, Psychology, Pathophysiology, Physical Therapy Procedure I-IV, Functional Anatomy, Therapeutic Exercise, Professional Interactions, and Communication Skills. The student may assist in

patient care related to mobility status, transfers, range of motion, manual muscle testing, and application of modalities under direct supervision that are within their defined scope of practice.

Advanced Clinical Education (PTA 260AB): 210 total hours, 35 hrs/6 weeks. This course provides full-time clinical experiences for planned learning opportunities and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion of PTA260 AB, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team. The purpose of this clinical experience is to provide the student with the initial opportunity for extended, active involvement with the patient. Continued interaction with patients and staff and the provision of clinical services in the following area should be emphasized: 1) Identification of physiologic and mobility status 2) Physical management of the environment and patients 3) Gait and functional mobility skill training 4) Therapeutic modalities 5) Therapeutic exercises and 6) Wound care. Additional course work completed by the student at this stage includes: Health Care Resources.

Advanced Clinical Education (PTA 260BB): 210 total hours, 35 hrs/6 weeks. This course provides full-time clinical experiences for planned learning opportunities and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team. The purpose of this clinical experience is to provide the student with an extended opportunity to participate in patient care and related activities of the department and the facility. Areas to be emphasized include:

1. Continued interaction with patients, family members, and department and faculty staff
2. Refinement of clinical services skills in:
    a. Identification of physiologic and mobility status
    b. Physical management of the environment and patients
    c. Gait and functional mobility skill training
    d. Therapeutic modalities
    e. Therapeutic exercises
    f. Wound care as available
3. Participation with the physical therapist in clinical issues
    a. Discussion of short- and long-term goals
    b. Patient family conferences where possible
    c. Patient education
    d. Discharge collaboration, functional status outcome and patient follow up
4. Awareness and participation as possible in the administrative functions of the department and the facility to include:
    a. Performance improvement
    b. Supervision of aides
    c. Environmental safety
    d. Ordering of supplies and equipment
    e. Organizational structure of the department and facility
    f. Fiscal operation of the department related to patient charges, expense items and revenue

CLINICAL EDUCATION EXPERIENCE

Clinical Experience Site Selection Criteria

Prior to the ACCE placement of students for their clinical experience, the following guidelines will be utilized to ensure the clinical site has continued to meet program objectives:

1. A current contract is in place between the facility and CCCC.
2. The site delivers ethical and legal physical therapy services.
3. The site provides a variety of learning opportunities that are appropriate to their setting and are available to our PTA program students.
4. The site's physical therapy staff is adequate in number to provide the necessary supervision of PTA program students.
5. The site is committed to diversity, equity and inclusion.

In addition, APTA's House of Delegates document (HOD G06-19-62-59), Guidelines to Promote Excellence in Clinical Education Partnerships will be utilized to facilitate site and CI selection.

Placement Process

1. According to the recommended APTA voluntary guidelines and prior to clinical education experiences, the ACCE will send, follow up, and ultimately obtain the completed **Slot Request Form** from the clinical experience sites that have an established and current affiliation agreement with CCCC.
2. Students will complete the **PTA Student Clinical Experience Request Form** (Appendix H) 9-12 months prior to the start of PTA180, PTA260AB, PTA260BB for the student's assigned cohort.
3. Students will sign up for a required 1:1 meeting with the ACCE to review their form prior to the submission deadline.
4. The ACCE will review the available slots based upon the feedback received from the completed and returned **Slot Request Form** from each clinical experience site.
5. The ACCE will take the following into consideration when matching students for each clinical experience:
    a. Student's geographic location preference
    b. Student's clinical experience requirements (outpatient/inpatient)
    c. Student's long-term objectives for work environment
    d. Availability of clinical education experience sites
    e. CI availability within each clinical experience site. The ACCE will determine via review of the facility's CSIF, observation through site visits, formal and informal communication with SCCE and CI, and student feedback via clinical education experience surveys that the following criteria is met:
        1. CI is either a PT or PTA and holds either a license, is registered, or certified as applicable state law
        2. CI has 1 year of clinical experience
        3. CI as completed the PTA CPI web course for CI's prior to the start of the clinical experience
        4. CI demonstrates effective communication and instructional skills

5. CI demonstrates clinical competence

f. Personality traits of all stake holders (students, CIs, SCCE, clinic owners etc)

6. Students will be assigned to a clinical education experience site for each course: PTA180, PTA260AB, and PTA260BB with the ACCE having the final say as to the site selection.
7. The ACCE will send a confirmation email to the clinical experience site's SCCE and CI (if known) with the name of the student(s) selected for the slot(s) offered or an email stating that slot, although appreciated, was not selected for this rotation.
8. 3 months prior to the start of the clinical experience, the ACCE will re-confirm the site selection.
9. 4-6 weeks prior to the start of the clinical experience, the ACCE will send an email to the SCCE and CI (if known) with the following information:
    i. Assigned Student's Packet
        1. Student Information
        2. Course Syllabus (Clinical Experience Objectives)
        3. Summary of Student Skills
        4. Certificate of Liability Insurance (if separate copy is needed and or requested)
    ii.CPI Instructions
10. 1 month prior to the start of the clinical experience, the student will reach out to their CI or SCCE to send the introduction email (see example below).

Dear *NAME OF CI*

My name is *YOUR NAME* and I am a CCCC PTA student that has been assigned to your facility for my clinical experience. The dates of my *NUMBER OF WEEKS* rotation are: *DATES*. I am so thankful that you have offered to serve as my clinical instructor and I am so looking forward to learning as much as I can from you.

Please let me know if *NAME OF FACILITY* has a particular dress code and what you expect my hours to be for my rotation. Finally, if there are any other requirements that I must meet prior to my first day please let me know so I can get that taken care of promptly.

Thank you again for your support and for allowing me the opportunity to learn from you. I look forward to meeting you!

Sincerely,
YOUR NAME

11. 3 weeks prior to the start of the clinical experience, Students are imported into the CPI.
12. 2 weeks prior to the start of the clinical experience, the ACCE will create the midterm site visit/call schedule and will send an email to the CI with the CPI login information.
13. During the clinical experience, the ACCE will conduct phone calls, virtual meetings and or site visits during the midterm point of the experience as well as collect the midterm evaluation forms and set up the student debriefing schedule.
14. Upon completion of the clinical experience, the CI will record the CPI as read and mark a record of pass/fail, complete student debriefing meetings, analyze the CE CAPTE report and update the **Student Clinical Experience Placement** spreadsheet for file.

*In cases where the student is placed outside the local area, the student will be responsible for transportation and living arrangements during the clinical experience.

*Each student will be required to complete one inpatient and one outpatient clinical experience to ensure exposure to a variety of settings.

*Students are not permitted to negotiate with clinical sites for placement. To avoid any conflict of interest, no student will be placed at a clinic in which they were previously or are currently employed. Students will not be paid for clinical education experiences.

CLINICAL ATTENDANCE POLICY

Students are required to meet the minimum clinical contact hours designated in each course syllabus. Successful demonstration of professional behaviors and core values, including punctuality, reliability, and ability to adhere to clinic policy, is required to complete many of the clinical course objectives.

Tardiness or absence must be reported immediately and directly to the Clinical Instructor (CI) and ACCE by the student. Medical documentation is required for any missed time longer than two (2) days. The student must make arrangements with the CI to make up any missed hours prior to the end of the term. A student may be removed from the clinical experience for excessive absenteeism. Vacations and non-programmatic educational trips may not be scheduled during clinical experience, unless approved by DC. Alterations of the clinical attendance policy are at the discretion of the CI at the facility with the approval of the ACCE at CCCC.

Contact hours are formally recorded on the Clinical Education Attendance Register (Appendix O). If a student does not meet the minimum clinical contact hours due to extenuating circumstances during a clinical experience, the student must notify the ACCE and CI immediately. A special circumstances agreement will be completed.

CLINICAL EXPERIENCE HOURS

Each full-time clinical education experience is scheduled per assigned facility and in alignment with current CAPTE requirements. This is generally 8:00 a.m. to 5:00 p.m., however hours vary from facility to facility. Many of our clinical education sites have extended hours or weekend hours. Students are required to check with their assigned facilities to ascertain the exact hours of departmental operations, including hours of operation during holidays. Students are required to adhere to the schedule set by the CI. The Clinical Instructor has the final authority when determining the schedule for clinical education experiences. Any conflicts in the student's schedule must be reported to the ACCE immediately.

TRANSPORTATION

Each student is responsible for providing personal transportation to and from clinical education experience facilities and, in instances of a clinical education experience with remote health care facilities, providing for necessary personal living expenses during the period of the affiliation. Students are also responsible for personal transportation to and from all off-campus experiences, such as field trips.

STUDENT HEALTH DOCUMENTATION

Each student will be required to complete the Student Experience Clinical File Checklist (Appendix F) and perform the Technical Standards and Essential Functions listed in Appendix A prior to placement in clinical education experiences. Documentation includes but not limited to:

1. A health examination and certification from a licensed practitioner attesting that the student is in good health, free from communicable disease, and with no apparent health problems that would hinder the performance of duties required for the PTA program clinical education experiences.
2. Current T-DAP vaccination (tetanus, diphtheria, pertussis), Varicella, and MMR (measles, mumps, and rubella) OR evidence of immunity (titer).
3. A negative tuberculin skin test (PPD) or negative chest x-ray for detection of same. Some facilities may require the two-step PPD.
4. Hepatitis B vaccine or waiver

   The faculty strongly encourage all PTA students to receive immunization against the hepatitis B virus (HBV). HBV is transmitted through exposure to blood and body fluids and presents a health risk to all healthcare providers. Students may be exposed to blood and body fluids during the educational process while attending the CCCC PTA program.
5. Health insurance

   Physical therapy has been defined as having certain occupational risks. The cost of healthcare is extremely expensive even for a short period of hospitalization. Neither the College nor the clinical education facilities assume financial responsibility for ill or injured students. All medical bills are the student's responsibility. CCCC advises and encourages the student to carry health insurance or comparable coverage for emergency medical care.

Other student health documentation/vaccinations may be required by individual clinical sites. The ACCE will inform the student of additional requirements that the student will be required to complete and provide to the site prior to the start of the clinical experience. The student is responsible for notifying the PTA program of any changes in these records. The clinical education experience site will determine approval based on student health documentation provided. If the student declines or refuses required

immunizations or cannot provide health information, the student may be placed at a different clinical site if available. If no clinical site available, the student will be withdrawn from the program.

BACKGROUND CHECK AND DRUG SCREENING

A criminal background check is required before a student is allowed to attend a clinical experience at the student's expense. Drug screening deadlines will be communicated in advance for students to plan accordingly. Random drug screenings are performed throughout the length of the program. The student is responsible for notifying the PTA program if they have a change in background status from the time these were completed. Students may have to submit to more than one criminal background check during their educational experience. The cost of the background check is the responsibility of the student. Results are confidential and submitted directly to the clinical agency. Any student denied clinical access by a clinical affiliate will be administratively withdrawn from the program. Instructions and access information can be viewed in Appendix F.

SUBSTANCE ABUSE POLICY

Student Drug Screen Guidelines

As stipulated by the appropriate discipline specific licensure agency, students must perform in the clinical setting in such a manner that will promote safe patient care. In addition, clinical agencies are obligated to assure that patients are protected to the extent reasonably possible from harm due to completion of clinical experiences. This includes drug screening prior to the first clinical experience, random drug screening at intervals and drug screening should a student exhibit behaviors indicative of substance abuse.

Pre-Clinical/Random Screening

All students will receive the drug screening guidelines prior to clinical rotation in the Health Science Programs. Drug screening will be scheduled and conducted by a designated laboratory determined by the school. The fee for testing is to be paid by the student. Any student failing to report for random screening at the designated time must complete testing with the designated laboratory within 24 hours or they will be dismissed from the program. Failure to complete drug screening as required will prohibit the student from completing the required health science courses. Positive drug screens are confirmed by the Medical Review Officer (MRO).

Readmission to the Program

A student who is unable to complete the required courses due to a positive drug screen may apply for readmission to the Health Science Programs. To be considered for readmission following a positive drug screen, the student must:

- Submit a letter from a treatment agency verifying completion of an approved substance abuse program that meets licensure guidelines for the respective discipline.
- Submit to an unannounced drug screen at the student's expense prior to readmission. A positive screen will result in ineligibility for readmission.
- Submit to an unannounced drug screen at the student's expense prior to readmission and random drug screen throughout the program. Any additional positive drug screen will result in ineligibility for readmission.

Substance Abuse Verification Process

The Health Science Programs, for the protection of patients, faculty, staff, and students, has the right to require a student to submit to testing for substance abuse at the student's expense when the health science program has reasonable cause to believe that a student is abusing controlled substances. Reasonable cause is defined as, but not limited to, the following:

- Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug, such as, but not limited to, slurred speech, noticeable change in grooming habits, impaired physical coordination, inappropriate comments or behaviors, and /or papillary changes;
- Abnormal conduct or erratic behavior, absenteeism, tardiness, or deterioration in performance;
- A report of drug use.
- Evidence of tampering with a drug test;
- Information that the individual has caused or contributed to harm of self, visitors, faculty, other staff, or patient as a result of being under the influence of drugs.
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs.

If a faculty member observes such behavior, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must dismiss the student from the educational or patient setting immediately and contact the ACCE/designee in order to review the situation. The ACCE/designee will then determine if there is "reasonable cause" to test the student for substance abuse.

If another student, or any other individual other than an instructor observes abnormal conduct or erratic behavior of a health science student, the observation must be reported immediately (or as soon as possible) to the appropriate instructor. Once the ACCE is notified, the appropriate measures will be taken and Department Chair will be notified.

If the decision is made to test the student, the ACCE or designee will direct the faculty member to make arrangements to have the testing performed immediately within the clinical facility if possible. The student will be requested to sign an informed consent to be tested before the specimen is collected.

When a clinical faculty member perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion and these behaviors cause the clinical faculty to suspect that the student is impaired by alcohol or drugs, the following steps are to be taken:

1. The student will be removed from the patient care area and the ACCE/DC notified for further direction.
2. An academic or clinical faculty member will contact a transportation service or emergency contact to arrange transport to an off-site testing facility (as required). The student is not to transport themselves.
3. Medical assessment/treatment and transportation will be at the student's expense.
4. If the student's behavior is threatening or belligerent, the instructor and/or agency supervisor may notify the police to have the student escorted from the premises.
5. The procedure for Code of Conduct violations in the Student Handbook will be initiated by the ACCE making a referral to the Vice President of Student Services within one business day of the incident.

Students found in violation of the Code of Conduct will be reported. Students with positive drug screen or alcohol test will not be permitted to attend class or clinical experience unless/until cleared following the Code of Conduct violation proceedings as described in the Campus Student Handbook. Refusal of the student to submit to any portion of the drug or alcohol screening process in a timely manner will be considered equivalent to a positive test. Students are responsible for any and all financial costs of laboratory tests and medical evaluations. Any and all decisions related to reentry remain at the discretion of the Department Chair and Vice President of Student Services. The student's failure to consent to the substance abuse test shall result in immediate termination from the Health Science Programs.

CPR

A two-year CPR certification endorsed by American Heart Association Basic Life Support for Healthcare Providers (or equivalent as deemed by the program) is required by the start of technical phase coursework and must remain valid throughout all clinical experiences. The student is responsible for obtaining this certification at his/her own expense and on his/her own time. Contact Tiffany Needham, PTA Department Chair if more information is needed at tneedham@cccc.edu

UNIFORMS/DRESS CODE

Each student is expected to purchase appropriate clinical attire to be worn during clinical education experiences and when instructed by faculty as required by the program and/or specified by the affiliated institution. Each student will be held accountable for the highest quality of personal hygiene, grooming, and dress, including appropriate uniforms.

All students are expected to wear clothing that is sufficiently "roomy" to allow stooping, bending, stretching, reaching, and working on exercise mats without interference with patient care and to preserve the modesty of the student and patient. Appropriate undergarments are to be worn at all times and must not be visible outside of the uniform. Students will be expected to wear only those uniform styles permitted by the facility where they are affiliating; facility policy may supersede that of the College and should be discussed with the CI and ACCE as needed for clarification.

The Program's uniform guidelines are as follows:

- The student must wear a name badge which identifies the student at all times in the clinical setting, off campus experiences, and program events.
- Official CCCC PTA program polo shirt or facility appropriate attire.
- Slacks or long skirt must be solid color, khaki or designated professional color. Jeans and low riding slacks are not permitted.
- Shoes must be closed-toe, non-skid, and solid in color. Sandals and heels are not permitted.
- Jewelry should be modest with no rough, raised edges that may injure patients. Students are not to wear chains, necklaces, or dangling earrings that patients would be able to grasp, thereby harming the student or interfering with patient care.
- No visible tattoos, body art, or piercings other than ears, as directed and approved by clinical education sites and ACCE/DC.
- Hygiene and grooming will be followed in accordance with guidelines as described in the Clinical Education Safety Guidelines of this manual.

SUMMARY OF STUDENT SKILLS

Students are advised to utilize this form (Appendix J) throughout their courses and clinical experiences as a guide to achieve entry-level performance for graduation. Students should review this form with faculty and clinical instructors at the beginning of the clinical experience to identify skills that can be performed at the clinical site. This will allow students, the ACCE, and their clinical instructors to identify areas in which students have gained exposure and experience, as well as recognize areas for growth and development.

SAFE, ETHICAL, AND PROFESSIONAL PRACTICE

Throughout the clinical education experience, the student will be held accountable for their own actions or lack of actions. All student PTAs are to function in the clinical setting within the ethical and professional standards established by the specific state's practice act, APTA guidelines, clinical facility's policy and procedures, and CCCC's established policies. Direction and Supervision of the Physical Therapist Assistant is outlined by APTA's position statement (Appendix P). During clinical education

experiences, students are considered a part of that clinical site and are responsible for abiding by that institution's policies and procedures. Departmental procedures are reviewed as a part of the Clinical Site Orientation Checklist (Appendix L) completed during the first week of each clinical experience.

Students are expected to obtain verbal consent from the patient before initiating any treatment or procedures, however the CI remains ultimately responsible for the delivery of all patient care. Students, as members of the health care delivery system and members of the physical therapy community, will be expected to demonstrate those attitudes and behaviors appropriate to persons responsible for delivery of health care and to abide by the APTA's Standards of Ethical Conduct for the PTA.

Any student found to be in violation of the aforementioned laws, standards, policies, procedures, or codes may be dismissed from the college and the PTA program.

CONFIDENTIALITY AND HIPAA

The PTA Program requires that students follow HIPAA guidelines and keep confidential any information or materials obtained at the affiliating centers and within curriculum content. The student acknowledges that all patients have the right to refuse treatment by a student during any clinical education experience. The affiliating student is responsible under applicable federal law, clinic policies, and the affiliation agreement with CCCC, to keep confidential any information that would identify a patient, clinic, hospital, or employee of the clinic, including the clinical instructor (protected health information or PHI). No oral or written presentations produced as part of the education process may contain or refer to specific information which would identify any of the above. All such identifying information must remain in the records of the affiliating center and is not to be copied, reproduced, or in any other way removed from the center.

ACADEMIC OR BEHAVIORAL ADVISEMENT

The ACCE will complete a midterm visit to all students affiliating at clinical sites that are within a reasonable driving distance of the campus and permitted by the facility. For those students whose clinical affiliations are not within a reasonable driving distance or not permitted by the facility, a phone call to the CI and student will be made by the ACCE. It is recognized that from time to time conflict may arise between the PTA student and others. If conflict arises, the student is expected to professionally discuss the issue with the other involved party. If either the student or the other party feels that other intervention is needed or that they are not able to deal directly with each other, both parties should speak with the SCCE, as well as the ACCE. These problems should be identified as early as possible and brought to the immediate attention of the ACCE, so corrective actions can be taken. For minor problems (i.e. tardiness, non-adherence to dress code) the student will be given a verbal warning and the occurrence will be documented. If the problem involves safety or ethical concerns, this will be addressed

more aggressively (meeting between the student, CI, and the ACCE, appropriate documentation, and learning contract). A student who has been verbally counseled, who does not exhibit corrected behavior, will receive written counseling which will become part of the student's record.

If a written Clinical Education Student Learning Contract is required, it will be created by the ACCE in consultation with the CI and Department Chair. The CI, student, and ACCE will discuss the situation and action plan to be implemented by the student and the CI in order to correct the identified deficiency. The student will sign the document to demonstrate:

- Awareness of the deficiency
- Acceptance of responsibility
- The need for remediation of the issues cited.

The CI and the ACCE also sign the learning contract to indicate participation in ensuring the student's successful completion of the clinical rotation.

GRADING OF THE CLINICAL EDUCATION EXPERIENCE

The CCCC PTA program has adopted the American Physical Therapy Association (APTA) PTA Clinical Performance Instrument (CPI) to assess students during their clinical education components. The CPI is a competency-based evaluation tool used to assess the student's ability to complete the performance objectives outlined in the syllabi of the clinical education courses. The PTA CPI: Version 3.0 can be found at: PTA CPI Web (https://www.apta.org/for-educators/assessments/pt-cpi). Getting Started With the APTA Learning Center For PTA CPI Course Participants and Instructions can be viewed in Appendix I. Eleven performance-based criteria are identified; each of these is addressed at midterm and final to assess the progression of student performance and clinical skills. Refer to the syllabi for PTA 180, PTA 26AB, and PTA 260BB for specific skills/criterion from the CPI that will be required for successful completion of each clinical education experience.

Grading for all clinical education courses will be on a pass/fail basis, with the final grade determined by the ACCE. "Pass" will be assigned to those students that successfully complete all course requirements as per each course syllabus, by scoring 80% or greater. This may include, but is not limited to, the CPI Performance Criteria (PC), attendance, professional dress, weekly journal assignments, core values, and preparation of written materials such as student surveys/evaluations.

Assignment of a failing grade by the ACCE is based on the grading criteria stated above and in course syllabi. Additional criteria resulting in a grade of "Fail" includes any of the following:

- The student is removed from the clinical site for non-compliance with the facility's policy and procedures manual.
- The student is unable to score 80% or great on all clinical course rubrics.
- The student discloses confidential information, engages in disruptive behavior, or threatens

the safety of the facility, staff, and/or patients.

- The student fails to meet corrective measures as outlined in a Clinical Education Student Learning Contract.
- The student does not sign a justifiable Clinical Education Student Learning Contract.
- The student does not meet the requirements to transform an "Incomplete" grade to a passing grade. As outlined in the College Catalog, an "Incomplete" will be changed to a "Fail" grade if criteria for "Pass" grade have not been met in the allotted time.
- The student does not make up days missed during the course of the clinical experience due to documented illness, which resulted in an "Incomplete" grade.

CLINICAL EDUCATION EXPERIENCE SAFETY GUIDELINES

Safety guidelines are designed to allow you to deliver patient care safely, thereby minimizing the risks to the patient, yourself, colleagues, visitors, the clinic, and the environment. With close attention to basic safety guidelines you should be able to pursue a long, safe, and rewarding career.

1. Familiarize yourself with the CCCC risk management policies outlined in your CCCC Student Handbook and those of each of your affiliation facilities regarding risks, emergency plans, and reporting procedures.
2. Recognize and remedy safety concerns without delay during patient care.
    a. Report any faulty equipment to your CI and/or SCCE (e.g. loose brakes on wheelchair, walker missing rubber tip, etc.).
    b. Remove faulty equipment from circulation immediately and tag it for repair per facility protocol.
3. Request and use assistance and appropriate patient handling techniques as needed during patient handling and care.
    a. Use safe body mechanics and appropriate guarding techniques at all times.
    b. Do not treat patients alone in isolated areas, such as stairwells, without back-up in case of emergency.
    c. Use gait belts at all times unless specifically contraindicated.
    d. Practice OSHA Universal Precautions for infection control at all times, particularly when working with blood or other potentially infectious materials. Follow CDC guidelines for universal precautions and OSHA's bloodborne pathogens standards.
    e. Disinfect treatment and assessment tools between patients (stethoscope, gait belt, goniometers, etc.) using facility-approved disinfectants.
    f. Always cover any break in your skin, such as a cut or scratch, with a bandage or glove.
    g. If you are coughing, wear a mask.
4. Good grooming and hygiene are essential for good clinical care and safety.
    a. Follow the dress code of the facility. It is for your safety and the comfort of the patients.
    b. Fingernails should be cut short to avoid patient injury. Fingernail polish and acrylic/gel nails are prohibited.

c. Long hair should be secured.
d. Your body should be "unscented": maintain good hygiene, but limit use of perfume/cologne as many patients (and staff) may be sensitive to these substances.

5. Use care and appropriate protective equipment when using potentially hazardous materials such as solvents and whirlpool additives.
    a. Report spills and skin exposure immediately.
    b. Know where to locate your facility's Material Safety Data Sheet (MSDS) manual detailing containment and first aid for chemical exposure.
6. Patient care requires proper attire.
    a. Close-toed, supportive shoes with non-skid soles are required at all times. Heels and sandals are not permitted.
    b. Jewelry should be modest and have no rough, raised edges to injure patients.
    c. Students are not to wear chains, necklaces, or dangling earrings that patients would be able to grasp, thereby harming the student.
7. Handle all equipment and supplies properly and with care according to the manufacturer's instructions.
    a. Do not touch electrical equipment, including patient beds, with wet hands.
    b. Do not use unfamiliar electrical, electromagnetic, or mechanical modalities until you have observed its correct use by an instructor, reviewed contraindications and precautions specific to the equipment, and been given clearance to use the equipment.
8. Familiarize yourself with and follow all restraint guidelines at your affiliation site.
9. Know the location of the nearest first aid kit, fire extinguisher, emergency exit, and AED.
10. Security is everyone's responsibility.
    a. Many facilities have security guards. If at any time you feel unsafe or need someone to accompany you to your vehicle, do not hesitate to ask.
    b. Do not tempt theft by leaving purses, phones, or personal effects unattended. Any theft of student, facility, College, or faculty property should be reported at once and will be dealt with by law enforcement authorities.

Any accident or incident occurring on affiliations must be reported immediately to the PTA Department Chair, the ACCE, your CI, and the SCCE, and followed through as outlined in the CCCC PTA Program Manual. For any injuries, urgent medical events, or other emergencies associated with the clinical education experience, students should follow the procedures of the clinical site. CCCC is not responsible for the costs of emergency care of the student. The CI remains ultimately responsible for the delivery of all patient care.

INFORMED CONSENT TO PARTICIPATE IN PTA PROGRAM ACTIVITIES AND RELEASE AND WAIVER OF LIABILITY

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This use of human subjects is very important to the learning process. Students must sign a consent form and a Release and Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Consent forms will be kept on file in the PTA Department Chair's office. (Appendix S/T)

VIDEO, AUDIO, AND PHOTOGRAPH RELEASE AND CONSENT

PTA students, on occasion in classroom and laboratory settings, will be simulating a work environment and will practice skills on one another. During this time, students may be videotaped or have digital pictures taken, both of which will be used only for educational purposes. Students will be asked to sign a permission form to allow videotaping and digital photography at the start of the first semester of the PTA Program. This form is contained in the Appendix. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent. (Appendix U)

RESPONSIBILITIES AND SUGGESTIONS FOR THE STUDENT

Prior to the Clinical Experience:

1. Become familiar with the CPI rating scale, skills, and performance dimensions. If you have previously completed an affiliation, be aware of and attentive toward areas that have been identified as needing improvement.
2. Approximately one month in advance, send a letter of introduction and the Student Information Form (Appendix G) to your clinical instructor (CI). Check with the ACCE to ensure you have the correct contact information.
3. Call your CI one week prior to the affiliation. Your goals are to introduce yourself and to confirm details (e.g. time & place to meet on the first day, parking, dress code requirements, etc.).
4. Take a test drive during rush hour to your clinical site. This will allow you to best plan your commute and ensure you have no issues locating the site on Day 1.
5. Review your PTA Program Manual (Clinical Education Policies), practice act, and course syllabus to confirm all requirements and objectives will be met.
6. Students will complete the Values-Based Behaviors for the PTA Self-Assessment tool – administered via Qualtrics survey software.

During the Clinical Experience:

1. Come prepared the first day with your file of required documents, a smile, and a list of the clinical skills and objectives you would like to work on during the affiliation. These will be discussed with your CI and broken down into weekly objectives.
2. Do not be afraid to ask questions, especially when a lack of information may compromise the safety or effectiveness of your treatment(s). However, do not burden your CI with unnecessary questions, particularly if you can look up the answer yourself. Be prepared to take notes during your orientation so you can utilize information provided as a resource for the future.
3. Gather background information on your patients prior to rendering treatment. Remember, you are not just an aide following instructions. You need to understand the rationale and goals for the treatments, patient background, and any other information needed to provide optimal patient care.
4. YOU take the initiative to ensure adequate skills and interventions from the CPI are completed to meet course objectives. When appropriate:
    - Ask for particular patients or to work with specific equipment.
    - Ask the clinical instructor to observe while you perform skills.
    - Ask for feedback ("How am I doing?").
5. Take initiative around the clinic and with your patients. If something needs to be done (within your realm of responsibility and capability), do it, take pride in your work environment and contribute toward the cleanliness and appearance of the clinic. In regard to your patients, take the initiative to advance them within the treatment guidelines and plan of care provided to you by the PT.
6. Keep the PT informed on how your patients are doing. Be especially diligent in reporting any problems relating to patients, including a lack of progress.
7. Use your time in the clinic constructively: read charts, ask to observe or help others, write notes, review the CPI, tidy the area, discuss your patients with the CI or other PT personnel, or request reference materials to review appropriate to your caseload.
8. Do not be defensive toward constructive criticism. Be thankful that the CI is willing to give you honest feedback and help in identifying your deficiencies. Constructive criticism is NOT a personal attack on you; it is designed to help you become an excellent clinician!

Clinical Education Documentation:

1. Clinical Site Orientation Checklist (Appendix L) - To be completed Day 1 and returned to the ACCE.
2. Weekly Progress Report (Appendix M)
    - Make it a point to formally meet at least once a week with your CI to set and review your weekly objectives and discuss your progress.
    - Identify deficiencies early to allot sufficient time to address them before the end of the affiliation. Communication with your CI is key! Try to get a precise idea of what the deficiency is and how the CI would prefer you to handle the task.
3. Clinical Performance Instrument (CPI) – (Appendix I – Link and Instructions)

- Completed at Midterm & Final (final only for part-time rotation).
- Your self-assessment should be completed before you meet with your CI.
- After a problem area is identified, you and your CI should develop a plan together to remedy the deficiency. Implementing the plan is essential to achieve a successful passing grade for the clinical experience.

4. Clinical Site Information Form (CSIF) – (Appendix I – Link and Instructions)
   - As discussed in class, the APTA is encouraging all sites to input their data into CSIF Web. Please assist them in this process as needed.
5. Affiliation Attendance Register – (Appendix O)
   - To be completed throughout the experience, signed by your CI, and returned to ACCE upon completion of the affiliation.
6. Student Evaluation of Clinical Experience and Instruction (SEACCEI) – administered via Qualtrics survey software
   - Section 1 (assessment of the clinical experience) will be completed at the conclusion of your affiliation. Please remember this form will become a very useful tool for future PTA students (all student/CI identifying information will be removed).
   - Section 2 (assessment of clinical instruction) is shared with your CI at both midterm and final. Remember that you are expected to provide a constructive, honest critique of your experience, just as you would expect your CI to provide to you.
7. Student Assessment of ACCE Performance – administered via Qualtrics survey software
   - This form is completed at the end of your final affiliation only and allows you to assess both the ACCE and CCCC's clinical education program. Your feedback is invaluable in further developing and improving this component of the curriculum. Again, please be honest and constructive in your comments.

Post Terminal Clinical Experience: Student must complete the following surveys

1. PTA Exit Survey
2. Graduate Survey
3. PTA Alumni Survey

MOST IMPORTANTLY:

- Contact the ACCE if any issues arise that cause you concern and may not be able to be resolved in the clinic through discussion with your CI or the SCCE. Early intervention may solve the problem and prevent deterioration of your affiliation.
- Have fun and make the most of your experience!

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APPENDIX A

CCCC Physical Therapist Assistant Program
Technical Standards & Essential Functions

The Physical Therapist Assistant (PTA) Program at Central Carolina Community College (CCCC) has expectations that go beyond academic performance. To succeed in this program and in the PTA profession, students must be able to meet certain physical, cognitive, and professional requirements. These expectations ensure that graduates are fully prepared to deliver safe, effective, and ethical care in a variety of clinical environments.

Prospective students should review these standards honestly, considering their own skills, strengths, and areas for growth, to determine if the program aligns with their abilities and career goals.

PTAs provide direct patient care under the supervision of licensed physical therapists, helping individuals of all ages recover movement and improve participation in daily activities after injury, illness, or other physical challenges. Upon completion of the Associate in Applied Science degree, graduates are eligible to sit for the National Physical Therapy Licensure Examination for Physical Therapist Assistants (NPTE-PTA) administered by the North Carolina Board of Physical Therapy Examiners.

To successfully participate in the academic and clinical components of the PTA program, students must be able to consistently demonstrate the following abilities:

Communication

- Understand, follow, and explain written, verbal, and electronic instructions such as treatment plans, reference materials, patient education, patient charts, and answer question posed by patients.
- Record clear, concise, and accurate information in patient records and program assignments.
- Interact respectfully and effectively with patients, caregivers, and health care professionals in person and through technology, using appropriate medical terminology.
- Demonstrate active listening skills and have the ability to recognize, interpret, and respond to non-verbal behavior of self and others.
- Maintain strict confidentiality of patient information in accordance with legal and ethical guidelines.

Motor Coordination

- Safely assist and guide patients during transfers, mobility training, and therapeutic activities.
- Demonstrate adequate strength, coordination, balance, speed, and agility to assist patients from floor to above head height, and provide emergency care as needed.
- Ability to stand, kneel, sit, walk, or crawl for 90 minutes without rest.
- Demonstrate correct body mechanics for patient handling and equipment use.
- Operate physical therapy tools and devices competently to ensure patient safety and treatment effectiveness.

Mobility

- Navigate classrooms, laboratories, and clinical environments without assistance during a standard workday.
- Demonstrate therapeutic movements and exercises to patients and caregivers.
- Transport and position therapy equipment as needed for treatment sessions.

Sensory Abilities

- Recognize and interpret nonverbal cues, facial expressions, and body language from patients and colleagues.
- Accurately read and respond to displays and output from medical and therapeutic equipment.
- Detect changes in tissue, muscle tone, vital signs, and joint movement through palpation and manual assessment.

Cognitive Skills/Critical Thinking

- Recall, process, and apply information from lectures, labs, and clinical experiences.
- Use sound judgment and problem-solving strategies to make safe patient care decisions.
- Analyze clinical data to select or adapt appropriate therapeutic interventions.

Interpersonal Skills

- Work cooperatively as part of a health care team, contributing to group goals and responsibilities.
- Communicate effectively with individuals from a variety of cultural, socioeconomic, and educational backgrounds.
- Adapt to stressful or unpredictable situations while maintaining professionalism.

Professional Behavior/Conduct

- Demonstrate honesty, accountability, and responsibility in all academic and clinical settings.
- Arrive on time and meet all program deadlines.
- Use social media in a manner that reflects professional standards and protects patient confidentiality.
- Follow the **APTA Code of Ethics** and all CCCC PTA Program policies as outlined in the student handbook and course syllabi.

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APPENDIX B

Core Values for the Physical Therapist and Physical Therapist Assistant

HOD P09-21-21-09 [Amended: HOD P06-19-48-55; HOD P06-18-25-33; Initial HOD P05-07-19-19] [Previously Titled: Core Values: for the Physical Therapist] [Position]

The core values guide the behaviors of physical therapists and physical therapist assistants to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist and physical therapist assistant activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the physical therapist assistant as the only individual who assists the physical therapist in practice, working under the direction and supervision of the physical therapist. The core values are defined as follows:

Accountability

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actionsof the physical therapist and physical therapist assistant including self-regulation and other behaviorsthat positively influence patient and client outcomes, the profession, and the health needs of society.

Altruism

Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physicaltherapist assistant's self-interest.

Collaboration

Collaboration is working together with patients and clients, families, communities, and professionals inhealth and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

Compassion and Caring

Compassion is the desire to identify with or sense something of another's experience, a precursor ofcaring. Caring is the concern, empathy, and consideration for the needs and values of others.

Duty

Duty is the commitment to meeting one's obligations to provide effective physical therapist services topatients and clients, to serve the profession, and to positively influence the health of society.

Excellence

Excellence in the provision of physical therapist services occurs when the physical therapist andphysical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challengemediocrity.

Inclusion

Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personalbiases that may impact patient care, and taking a position of anti-discrimination.

Integrity

Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuringfairness, following through on commitments, and verbalizing to others the rationale for actions.

Social Responsibility

Social responsibility is the promotion of a mutual trust between the profession and the larger publicthat necessitates responding to societal needs for health and wellness.

Explanation of Reference Numbers:
HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.
P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 12/14/2021
Contact: governancehouse@apta.org

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https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant

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APPENDIX C

Values-Based Behaviors for the Physical Therapist Assistant
Self-Assessment

Notice: This resource was created in 2012 and is inconsistent with APTA's Core Values for the Physical Therapist and Physical Therapist Assistant, updated in 2019, which can befound at the link below. APTA is providing this resource until a new assessment can be developed.
https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant

The Values-Based Behaviors is a concise document that describes those values that most significantly influence PTAs providing patient/client care as a member of the physical therapy team. The Values-Based Behaviors were developed in 2010 by the Advisory Panel of PTAs, reviewed and adapted by numerous stakeholder groups, and approved by APTA's Board of Directors in January 2011. A complete history on the development and approval of this document is included in the introduction section of the Values-Based Behaviors document.

This self-assessment tool accompanies the Values-Based Behaviors and is intended to increase the physical therapist assistant's *awareness* of the Values-Based Behaviors for the PTA and to *self-assess* the frequency with which he or she demonstrates the eight values listed and defined in the first column. The second column provides sample indicators or examples of actions that a PTA who has adopted the Values-Based Behaviors would choose to take in a variety of situations. And the third column is for scoring the frequency with which one chooses to demonstrate the described behavior or action.

Complete the Self-Assessment
Review each sample indicator and rate the frequency with which you display that behavior on a daily basis. It is not expected that one will rate himself or herself as 5 (always) or 1 (never) on every item. Be candid in your response as this is a self-assessment process with an opportunity for identification of areas of strength and opportunities for growth.

Analyze the Completed Self-Assessment
Once you have completed the Self-Assessment, you may want to reflect as an individual or group on the following questions:

- On what sample indicators did you or the group consistently score yourself/themselves on the scale at the 4 (frequent) or 5 (always) levels?
- Why did you or the group rate yourself/themselves higher in frequency for demonstrating these sample behaviors?
- On what sample indicators did you or the group score yourself/themselves on the scale at level 3 or below?
- Why did you or the group rate yourself/themselves lower in frequency for demonstrating these sample behaviors?
- Identify, develop, and implement approaches to strengthening the integration of the values-based behaviors within your clinical environment. Seek out mentoring in this area from your supervising physical therapist or other experienced clinicians.
- Establish personal goals for increasing the frequency with which you demonstrate specific sample behaviors with specific values-based behaviors.
- Conduct periodic re-assessment of your values-based behaviors to determine the degree to which your performance has changed in your growth personally and as a PTA.

Questions about the self assessment tool or the Values-Based Behaviors should be directed to APTA's PTA Services Department at pta@apta.org.


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APPENDIX D

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CCCC PTA Program

Faculty Professional Behaviors Assessment Tool

Compassion, Caring, Altruism: Demonstrates the desire to identify with a patient's experience and exhibits concern, empathy and consideration for the needs and values of others. Demonstrates the ability to put a patient's needs above their own.

Duty, commitment to learning and Excellence: Demonstrates the commitment to achieving the obligations as a PTA by providing effective treatment utilizing skills based upon current and evidenced based knowledge and self-assesses continuing competence.

Responsibility: Demonstrates active acceptance of the roles, obligations and actions as a PTA to positively affect patients, their outcomes and the health and wellness needs of society

Accountability: Demonstrates an obligation, acceptance and recognizes the importance of taking ownership of the actions taken as a PTA.

Integrity: Demonstrates steadfast adherence to high ethical principles, truthfulness, follows through on commitments and ensures fairness.

Collaboration: As a PTA, works alongside the entire healthcare team, demonstrates effective communication skills with patients, families and other healthcare professionals. Collaborates within the PT/PTA team to achieve optimal patient services and outcomes

Compassion/Caring/Altruism

Beginner		Intermediate	Entry Level

Comments: _____

_____

Duty/Commitment to Learning/Excellence

Beginner		Intermediate	Entry Level

Comments: _____

_____

Responsibility

Beginner	Intermediate		Entry Level

Comments: _____

_____

Accountability

Beginner	Intermediate		Entry Level

Comments: _____

_____

Integrity

Beginner	Intermediate		Entry Level

Comments: _____

_____

Collaboration

Beginner	Intermediate		Entry Level

Comments: _____

_____

Beginner: Student requires maximum cueing with practical and didactic applications. Skilled intervention is not consistently efficient or effective. Prompting and assistance is required for problem solving. Student is not able to work independently. Requires cuing often for correct responses and requires constant guidance for verbal/nonverbal communication. Unable to consistently demonstrate empathy.

Intermediate: Student requires moderate cuing with practical and didactic applications. Skilled interventions for basic tasks are consistently efficient or effective, complex interventions are not consistently efficient or effective. Requires moderate cuing for correct responses, verbal/nonverbal communication and empathy.

Entry Level: Student is capable of problem solving, the collection of data and skilled interventions are consistently efficient or effective for both simple and complex conditions. Does not require cuing for correct responses. Proficiently reads and responds appropriately to verbal/nonverbal communication and demonstrates empathy.

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APPENDIX E

CENTRAL CAROLINA COMMUNITY COLLEGE

Health Sciences

Program Planning Guide

Physical Therapist Assistant in Applied Science Degree (A45620)

Program Length: 5 Semesters
Program Sites: Chatham Health Science Center, seated only

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Coursework includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates are eligible to take the National Physical Therapy Examination (NPTE). Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Limited Enrollment Application Overview:

The Physical Therapist Assistant (PTA) program is a limited-enrollment program, which means that there are a limited number of seats in this program each year. Students must meet all requirements listed below to enter the PTA program. While they are completing these requirements, pre-PTA Students will be enrolled in the **Pre-PTA program (A55280PT)**. The PTA program accreditation requires students to be ranked by GPA, and seats will be offered starting with the highest GPA. Students will be ranked and notified of acceptance by June 15. Students who are seeking provisional acceptance will also be ranked by GPA and notified of acceptance by July 15.

PTA Admission Requirements:

- ☐ Complete 25 credit hours of Pre-PTA general education courses (see page 2).
- ☐ Complete BIO 168 & 169 and ENG 111 with a B or better.
- ☐ Complete all other general education courses with a C or better.
- ☐ Have a 3.0 GPA based on 25 credit hours of PTA general education courses.
- ☐ Submit documentation of completing 10 hours shadowing a PTA in a clinical setting.
- ☐ Attend a mandatory, in-person program orientation before beginning the program. The date will be provided in the admission acceptance letter.

Provisional Acceptance:

Provisional acceptance will be offered to a student if there are seats available after all fully accepted students have confirmed their acceptance by June 15 each year, ***and***:

- ☐ The student has a 2.5 - 2.99 GPA based on 25 credit hours of PTA general education courses.
- ☐ The student has a grade of C in BIO 168, BIO 169, and/or ENG 111.
- ☐ All remaining general education coursework will be completed by the end of the summer term.
  - ☐ Can have up to two missing general education classes, excluding BIO/ENG.
- ☐ Documentation of all shadowing hours is provided to the department chair by the first day of class.

Effective Term: 2026FA

Pre-PTA General Education Requirements & Suggested Course Schedule:

Course Schedule		Class	Lab	Clinical	Credits	Notes:
1st Semester (fall)						
ACA 122	Transfer & Career Success	0	2	0	1	Seated or online
BIO 168	Anatomy and Physiology I	3	3	0	4	Seated
ENG 111	Writing and Inquiry	3	0	0	3	Seated or online
Elective	Communications Elective	3	0	0	3	Seated or online
Elective	Humanities/Fine Arts Elective	3	0	0	3	Seated or online
	Total Semester Hours	**12**	**5**	**0**	**14**	
2nd Semester (spring)						
BIO 169	Anatomy and Physiology II	3	3	0	4	Seated
PHY 110	Conceptual Physics	3	0	0	3	Seated or online
PHY 110A	Conceptual Physics Lab	0	2	0	1	Seated or online
PSY 150	General Psychology	3	0	0	3	Seated or online
	Total Semester Hours	**9**	**5**	**0**	**11**	

Communication Elective Options: COM 110*, COM 120, COM 231, ENG 112, ENG 114

Humanities/Fine Arts Elective Options: ART 111, ART 114, ART 115, DRA 111, ENG 125, ENG 231, ENG 232, ENG 241, ENG 242, HUM 110, HUM 115, HUM 120, HUM 122, HUM 150, MUS 110, MUS 112, PHI 240*, REL 110, REL 211, REL 212

*Recommended for PTA students

Upon acceptance into the Physical Therapist Assistant program, students will take the following courses:

Course Schedule		Class	Lab	Clinical	Credits	Notes:
1st Semester (fall)						
PTA 110	Intro to Physical Therapy	2	3	0	3	Seated
PTA 130	Physical Therapy Proc I	1	6	0	3	Seated
PTA 170	Pathophysiology	3	0	0	3	Seated
	Total Semester Hours	**6**	**9**	**0**	**9**	
2nd Semester (spring)						
PTA 120	Functional Anatomy	1	6	0	3	Seated
PTA 140	Therapeutic Exercise	2	6	0	4	Seated
PTA 150	Physical Therapy Proc II	1	6	0	3	Seated
	Total Semester Hours	**4**	**18**	**0**	**10**	
3rd Semester (summer)						
PTA 160	Physical Therapy Proc III	2	3	0	3	Seated
PTA 212	Health Care/Resources	2	0	0	2	Seated
PTA 222	Professional Interactions	2	0	0	2	Seated
	Total Semester Hours	**6**	**3**	**0**	**7**	
4th Semester (fall)						
PTA 240	Physical Therapy Proc IV	3	6	0	5	Seated
PTA 252	Geriatrics for the PTA	2	0	0	2	Seated
PTA 254	Pediatrics for the PTA	0	3	0	1	Seated
PTA 180	PTA Clinical Ed Intro	0	0	9	3	In-person clinical rotation
PTA 270	PTA Topics	1	0	0	1	Seated
	Total Semester Hours	**6**	**9**	**9**	**12**	
5th Semester (spring)						
PTA 280AB	Adv PTA Clinical Ed	0	0	15	5	In-person clinical rotation
PTA 280BB	Adv PTA Clinical Ed	0	0	15	5	In-person clinical rotation
	Total Semester Hours	**0**	**0**	**30**	**10**	

Total General Education Semester Hours Credit: 25
Total Program Semester Hours Credit: 48
Total Semester Hours Credit Required for Graduation 73

Course Descriptions

ACA 122 Transfer & Career Success
This course introduces students to career and transfer opportunities while building skills for academic success, career exploration, and transfer preparation, ensuring readiness for success in community college and beyond. Topics include transfer agreements with public and independent institutions, programs and processes that facilitate transfer, and transfer tools and resources; career topics include career exploration and information and skills such as resume writing, portfolio development, and professional communication. Upon completion, students will be able to identify the community college program that matches their transfer and career goals, navigate transfer policies and processes, use Transfer Guides, develop an academic plan for future success, and identify professional application materials. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement.

BIO 168 Anatomy and Physiology I
Requisites: Take ENG-045 - Must be taken either prior to or at the same time as this course.
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement.

BIO 169 Anatomy and Physiology II
Requisites: Take BIO-168 - Must be completed prior to taking this course.
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA/ICAA as a premajor and/or elective course requirement.

COM 110 Introduction to Communication
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the CAA as a general education course in Communication.

ENG 111 Writing and Inquiry
Requisites: Take ENG-045 - Must be taken either prior to or at the same time as this course.
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays

using standard written English. This course has been approved for transfer under the CAA/ICAA as a general education course in English Composition.

PHI 240 Introduction to Ethics
Requisites: Take ENG-111 - Must be completed prior to taking this course.
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the CAA/ICAA as a general education course in Humanities/Fine Arts.

PHY 110 Conceptual Physics
Requisites: Take PHY-110A - Must be taken either prior to or at the same time as this course.
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

PHY 110A Conceptual Physics Lab
Requisites:
Take PHY-110 - Must be taken either prior to or at the same time as this course.
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA/ICAA as a general education course in Natural Science.

PSY 150 General Psychology
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA/ICAA as a general education course in Social/Behavioral Sciences.

PTA 110 Intro to Physical Therapy
This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.

PTA 120 Functional Anatomy
Corequisite: Take PTA 140
This course provides an organized study of anatomy and kinesiology. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems to include gait analysis. Upon completion, students should be able to describe the components and demonstrate function of these systems as applied to physical therapy.

PTA 130 Physical Therapy Procedures I
Corequisite: Take PTA 110
This course includes concepts of injury and repair and documentation methods. Emphasis is placed on physiological effects, indications, contraindications, and skilled applications of selected therapeutic modalities. Upon completion, students should be able to safely, correctly, and effectively apply the emphasized techniques and procedures with understanding of correct documentation.

PTA 140 Therapeutic Exercise
Corequisite: Take PTA 120
This course covers muscle physiology, exercise concepts, testing, and applications to the spine and extremities. Topics include strength, endurance, flexibility, and exercise protocols and progressions. Upon completion, students should be able to demonstrate skill in applying therapeutic exercise principles for non-neurological conditions in a safe and appropriate manner.

PTA 150 Physical Therapy Procedures II
Prerequisite: Take PTA 130
This course is designed to include the theory and practice of additional therapeutic interventions. Topics include but are not limited to electrotherapy, burn and wound care, biofeedback, and selected data collection methods. Upon completion, students should be able to apply these modalities and treatment techniques effectively and safely and demonstrate knowledge of physiological principles involved.

PTA 160 Physical Therapy Procedures III
Prerequisite: Take PTA 150
This course introduces treatment and measurement techniques and discusses treatment programs for selected neuromusculoskeletal dysfunction and injuries. Topics include soft tissue and joint dysfunction, selected assessment techniques, and various exercise programs. Upon completion, students should be able to demonstrate the application of selected data collection methods and functional interventions.

PTA 170 Pathophysiology
This course is a survey of basic pathology with emphasis on conditions most frequently observed and treated in physical therapy. Topics include etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain repair processes, categorize diseases, define pathology, identify organ/body systems involved, and discuss treatment and prognosis.

PTA 180 PTA Clinical Education Introduction
This course introduces the physical therapy clinic in planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care and communication. Upon completion, students should be able to demonstrate satisfactory performance in learned patient care skills, communication activities, and professional behaviors.

PTA 212 Health Care/Resources
This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.

PTA 222 Professional Interactions
This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.

PTA 240 Physical Therapy Procedures IV
This course covers normal development, adult and pediatric/CNS dysfunction, spinal cord injuries, amputee rehabilitation techniques, and cardiopulmonary rehabilitation. Topics include neurology review, selected rehabilitation techniques, ADL and functional training, prosthetic and orthotic training, and environmental access. Upon completion, students should be able to demonstrate safe and correct application of selected rehabilitation techniques for neurological dysfunction, cardiopulmonary conditions, and amputations.

PTA 252 Geriatrics for the PTA
This course is designed to provide more in-depth knowledge of physical therapy care for the geriatric individual. Topics include health promotion, wellness programs, and medical problems specific to the elderly. Upon completion, students should be able to discuss and describe special problems and programs for the elderly.

PTA 254 Pediatrics for the PTA
This course provides an in-depth study of pediatric dysfunction and rehabilitation techniques. Topics include severe and profound attention deficit disorder, sensory integration, and rehabilitation in the school setting. Upon completion, students should be able to discuss selected pediatric dysfunctions and demonstrate specialized rehabilitation techniques.

PTA 260 Advanced PTA Clinical Education
Prerequisite: Take PTA 180
This course provides full-time clinical affiliations for planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team.

PTA 270 PTA Topics
This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include developing time management skills and practicing for the competence examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam.

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX F

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT CLINICAL EXPERIENCE FILE CHECKLIST

The following items have been reviewed by the ACCE. All documents will be maintained by the PTA student and made available upon request. A "check" will indicate that the ACCE has verified and approved each document. A copy of this checklist will be provided to the student to disseminate to the affiliating facility if requested. A copy will also be filed in the students file electronically. CCCC and the PTA Program do not maintain any health-related, insurance-related, or background check records. This will be provided through our screening company.

1. ____Student Information Sheet completed

Viewpoint Screening

2. ____Proof of CPR certification. Expiration Date:_____
3. ____Bloodborne Pathogens Training completed
4. ____Driver's License Uploaded
5. ____Lived in NC for 5 years ____YES _____NO
6. ____HIPAA Certification
7. ____Release and Waiver of Liability Consent
8. ____ Marketing Release Consent
9. ____Participate in PTA Activities Consent
10. ____PTA Program Manual Verification of Receipt and Intent to Comply
11. ____Release of Claims Completed (____Health Insurance / ____No Health Insurance)
12. ____Satisfactory physical exam Date of Exam:_____
13. ____Proof of TB test 2 step___ or 1 step___ or blood test___ or clear chest xray___ Date:_____
14. ____Proof of Hepatitis B vaccination____ or positive titer____ or waiver form____
15. ____Proof of Varicella disease documentation or vaccination____ or positive titer____
16. ____Proof of Polio vaccination 3IPV___ or 4OPV___ or Combo___ or positive titer___
17. ____Proof of MMR vaccination_____ **or** positive titer____
18. ____Proof of Tdap vaccination within the last 10 years____ **or** positive titer____
19. ____COVID-19 Status Form Received Vaccine: Yes___ No___
20. ____Influenza Received Vaccine: Yes___ No___

Confidential information: Results maintained by Viewpoint Screening.

21. ____ Background Check Date:_____Cleared / Problem found
22. ____ Drug Screening Date:_____Cleared / Problem found

PTA Student's Name: _____

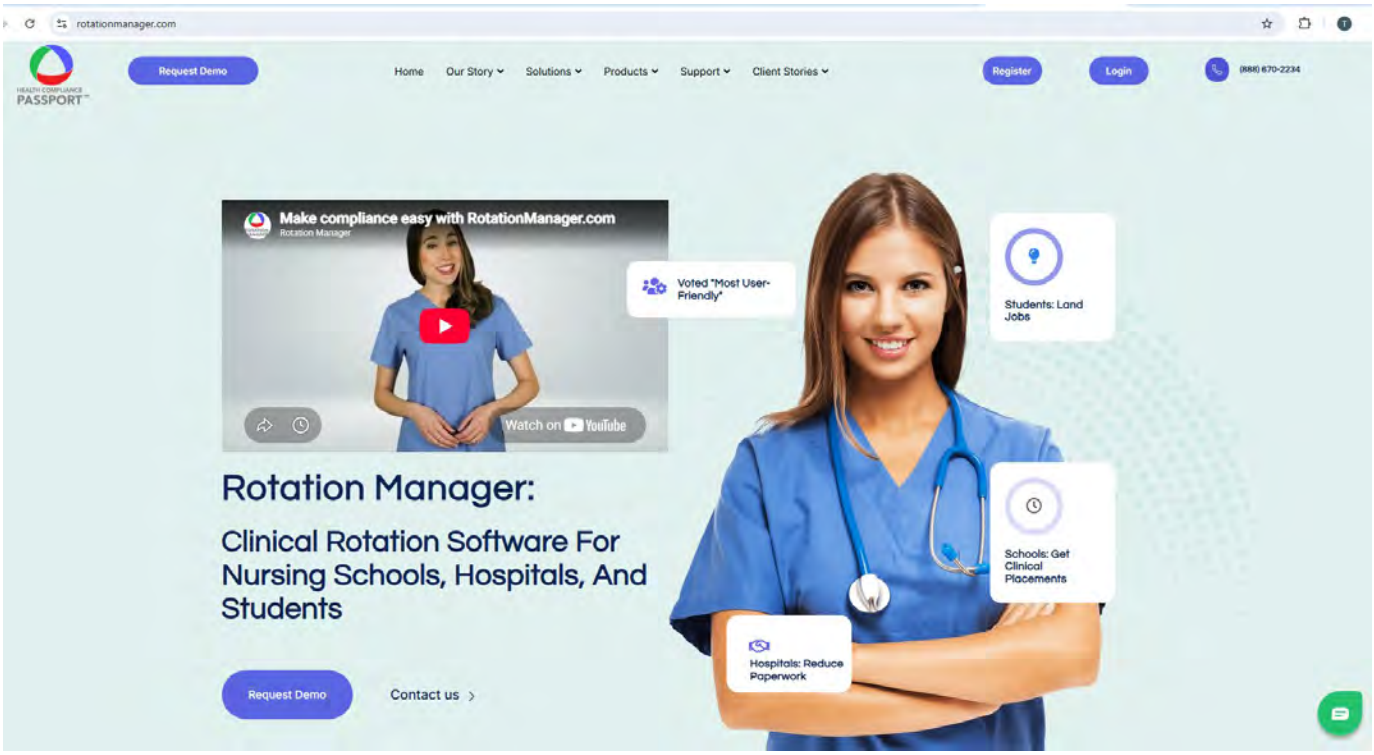
PTA180 / PTA260AB / PTA260BB (CIRCLE)

Date reviewed by ACCE:_____**ACCE Signature:**_____

Updated: 8/12/26

Rotation Manager

rotationmanager.com



CENTRAL CAROLINA COMMUNITY COLLEGE
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APPENDIX G

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT INFORMATION FORM (Confidential)

Student Name:	Address:
Home Phone:	Cell Phone:
Last 4 of SS#	Email:
Emergency Contact (1):	Relationship:
Home Phone:	Cell Phone:
Emergency Contact (2):	Relationship:
Home Phone:	Cell Phone:

1. Previous clinical experiences (facility, dates, types of patients seen, etc.):

2. Previous work or volunteer experience:

3. Knowledge/skills student hopes to gain during this rotation:

4. Preferred learning style - do you learn better by seeing, observing, hearing, or doing?

5. Additional information student would like to share with CI/SCCE:

Student Signature:	Date:

Updated: 02/26/2026

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APPENDIX H

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

PTA Student Clinical Experience Request Form

Student Name: _____ Graduation Date: _____

Contact Information: Primary Phone #: _____ Secondary #: _____

Residence: City: _____ Zip Code: _____

- List your top three interests (in order) for Physical Therapy settings/areas:
  1. _____
  2. _____
  3. _____
- List your top three geographical areas in which you would like to complete your clinical experiences:
  1. _____
  2. _____
  3. _____
- If you would like to relocate for a clinical experience, where would you like to go and do you have housing available? Please indicate "unable to relocate at this time" if applicable.
  1. _____
  2. _____
  3. _____
- List your former Health Care Employers:
  1. _____
  2. _____
  3. _____
- What type of setting and location do you see yourself working once you graduate:
  1. _____
  2. _____
- List your top three fears (if any) regarding clinical experiences and/or PT field:
  1. _____
  2. _____
  3. _____

Student's Signature: _____ Date: _____

Updated: 7/15/24


CENTRAL
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APPENDIX I

APTA CPI 3.0
CI & SCCE
Getting Started Guide

Welcome to CPI 3.0! Please see the instructions below on how to get started.

Before Logging In to the CPI 3.0 Platform:

- You must have an APTA account to access the CPI 3.0 system.
  - If you have previously had an APTA account, we encourage you to use that account vs creating a second account. Having multiple APTA accounts may cause issues when trying to access the CPI 3.0 system.
    - To update your information on a previous APTA account: visit apta.org, click the "Log In" button at the top middle of the screen, enter your credentials, click the "My Profile" button on the top right of the screen, click "My Account" at the top left of the screen, and "Contact Information".
    - If you cannot remember the password to your previous account, click the "Forgot your password?" button above the orange "Log in" button. Follow the prompts to reset your APTA account password.
    - For APTA username and password issues, please contact APTA's Member Success team at membersuccess@apta.org or 800-999-2782 from 8am-6pm ET Monday - Friday.
  - If you do not have an APTA account, please visit apta.org and click "Log In" at the top middle of the page. Under the orange "Log in" button, you will see the options to "Become an APTA member" or "Create a free account". Follow the prompts to create an APTA account.
- Take the free **APTA CPI 3.0 – CI/SCCE Training** in APTA's Learning Center.
  - Link: https://learningcenter.apta.org/products/apta-cpi-30-cisscce-training
  - This course includes training for both PT and PTA students.
- **IMPORTANT:** When logged into the Learning Center, click on the "profile" tab on the left side of the screen. The email address listed on this screen is the email address associated with your APTA account. **Send this email address to the educational program to grant you access to the CPI 3.0.**

How to Log In to the CPI 3.0 Platform:

- Go to the CPI 3.0 platform: https://cpi.apta.org/login
- Click on the "Login" button in the top right of the screen. This will take you to the APTA Login page.
- Enter your APTA Login credentials. This is the same username and password you used to take the CPI 3.0 Training on APTA's Learning Center.
  - **Potential Error Messages:**
    - "Invalid Username or Password"
      - For APTA username and password issues, please contact APTA's Member Success team at membersuccess@apta.org or 800-999-2782 from 8am-6pm ET Monday - Friday.
      - If you cannot remember your account password, click the "Forgot your password?" button above the orange "Log in" button. Follow the prompts to reset your APTA account password.
    - "This account is not associated with any program or user role."
      - Contact the educational program to gain access to the CPI 3.0 portal.
    - "Access denied due to not completing the CPI 3.0 Training. Please complete the CPI 3.0 Training at (website) to gain access to the system. Once you have completed the training, please refresh your screen to update the CPI 3.0 system to grant you access."
      - If you have not completed the **APTA CPI 3.0 – CI/SCCE Training**, please review the instructions above on how to complete the training.
      - If you have completed **APTA CPI 3.0 – CI/SCCE Training**, please contact the CPI 3.0 team at cpi@apta.org or 703-706-8582.
- Read and agree to the Terms of Use & Privacy Policy.
- That is it! You are in the CPI 3.0 portal and will be brought to your dashboard page.

After Logging On to the CPI 3.0 Platform:

- To access the CI and SCCE user guides, click on the white circle with a blue question mark icon at the top right of the screen. These instructions will explain the different functions of the CPI 3.0 system.
- If there is a CPI 3.0 system issue, APTA will add a message on the CPI 3.0 portal Login page (https://cpi.apta.org/login). We will remove the message when the issue is resolved.
- For any questions about the CPI 3.0 tool, please contact the CPI 3.0 Team at CPI@apta.org or 703-706-8582.

Last Updated: 10/3/2023

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Clinical Sites

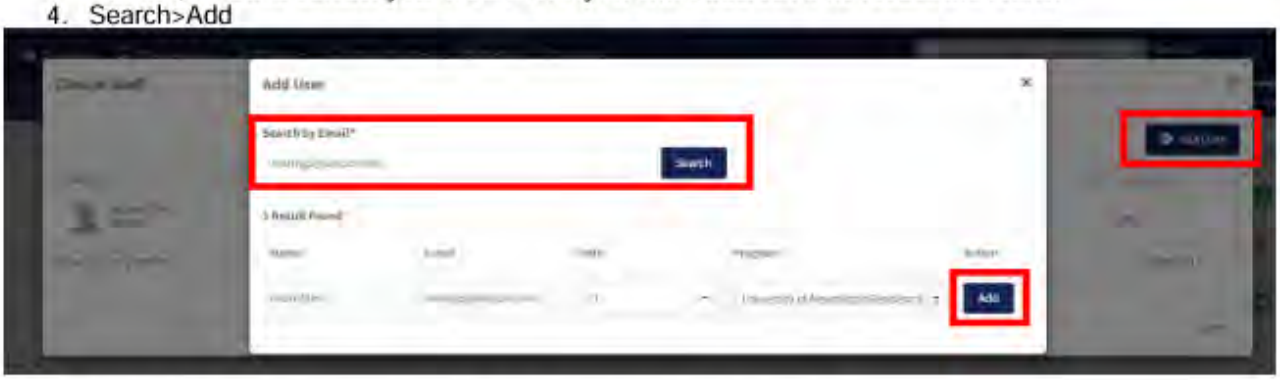
IMPORTANT! Clinical Sites must be manually entered into the system to avoid duplications and incorrect data. Sites must be created by adding/uploading clinical rotations.

Manage Clinical Staff

1. Under the **Clinical Staff** column, click **Manage** to manage site clinical staff information.
   This will open a new window



2. Click **+Add User**
3. Look up and the email address of the CI (must be the email address associated with their APTA account). Please contact your DCE to verify CI email address if no results are found.
4. Search>Add



5. Use the trash can to delete clinical staff associated with this site.
   This action will disassociate the CI from the site. It WILL NOT remove them from the system



Edit Clinical Site Information

Editing and maintaining the integrity of Clinical Site Information is the responsibility of the SCCE.

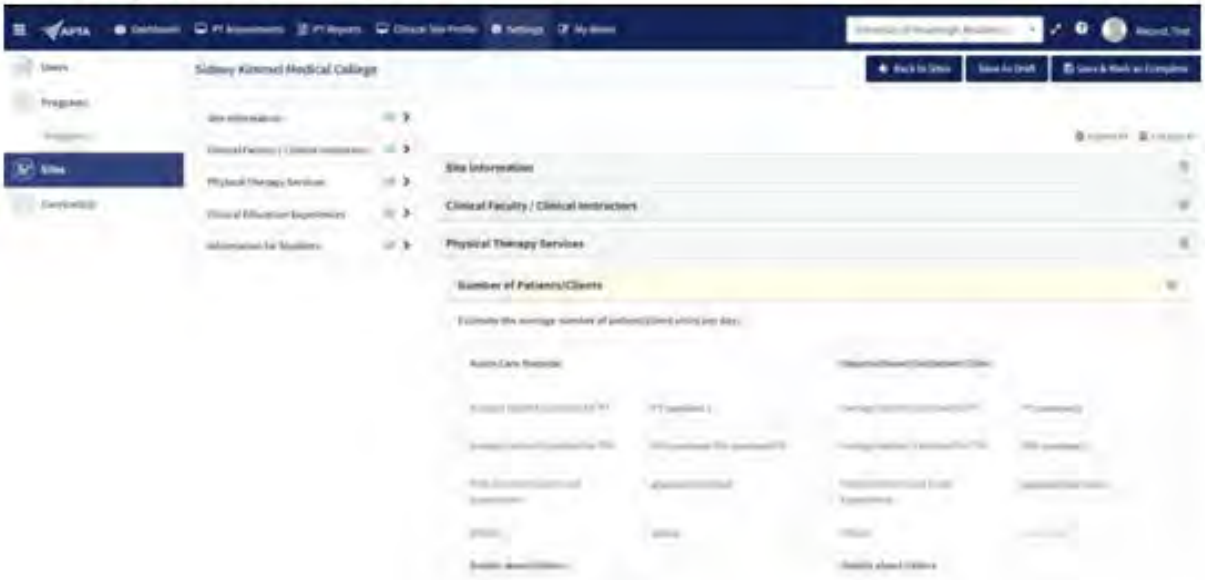
1. Click the edit icon to add and edit FULL site information



2. This edit screen is divided into sections which can be expanded and collapsed. Use the commands or + and – icons to expand and collapse these fields.



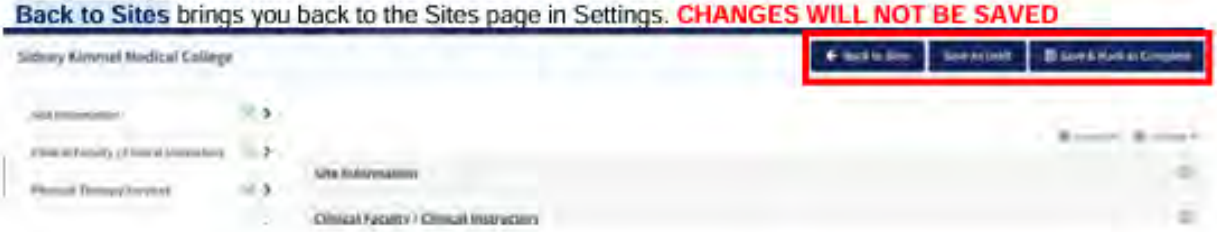
3. Complete each section and SAVE.



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Saving site information

Save As Draft allows you to save incomplete site information without publishing it to other areas in Competency.AI. Sites saved as a draft will remain in pending status until edits are complete.
Save & Mark as Complete means site information is **complete** enough to share with other areas of Competency.AI
Back to Sites brings you back to the Sites page in Settings. **CHANGES WILL NOT BE SAVED**



PT/PTA Reports

PT/PTA Reports allows the SCCE to view and download scores and comments. The SCCE can only view and download information for students he/she is associated with.

1. Click **PT Reports** or **PTA Reports**



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2. User the filter to create your desired report
    a. Check "Include Comments & Narratives" to view and download comments and narrative made in both Faculty Assessments and Student Self Assessments.
    b. You MUST click **Apply** to apply the filters
    c. **Download** creates an excel version of your results



Clinical Site Profile

The Clinical Site Profile allows the SCCE to view the detail previously created for each clinical site he/she is associated with.
Note the SCCE may NOT edit clinical site information from this tab. To make edits or changes please return to the Settings tab.

Click View Details to view site details.



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My Notes

Use +Add Note to keep personal notes. Note are NOT visible to any other user.



For any questions or concerns regarding the CPI, please contact CPI@APTA.ORG or call 703-706-8582.

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APPENDIX J

CCCC PTA Program: Summary of Student Skills

Skill	PTA180	PTA260 AB/BB
Safety		
Ensures the safety, security, and confidentiality of patient, self, and others throughout	X	X
Uses acceptable techniques for safe patient handling (body mechanics), positioning, and draping	X	X
Establishes and maintains a safe working environment	X	X
Requests assistance when necessary	X	X
Demonstrates knowledge of safety policies and procedures	X	X
Recognizes physiological/psychological changes in patients and modifies accordingly	X	X
Determines when an intervention should not be performed	X	X
Recognizes safety barriers in the home, community, and work	X	X
Recognizes and responds to adverse reactions and emergencies	X	X
Standard Precautions/Isolation Procedures/Infection Control	X	X
Assess Mental Function (Orientation, changes, factors that influence)	X	X
Professionalism		
Demonstrates expected behaviors consistent with APTA documents (Core Values, Values-Based Behaviors, and Guide for Conduct of the PTA) in all situations	X	X
Seeks out opportunities to improve knowledge and skills	X	X
Demonstrates initiative, punctuality, confidence, positivity, and professionalism	X	X
Educates stakeholders and promotes the profession of physical therapy	X	X
Exhibits caring, compassion & empathy	X	X
Implements constructive feedback with professionalism	X	X
Manages conflict in constructive ways	X	X
Maintains patient privacy and modesty, and displays cultural sensitivity	X	X
Self-reflects to identify areas of growth and develops plans to improve knowledge, skills, and behaviors	X	X
Demonstrates the ability to self-reflect and adjust to improve outcomes	X	X
Recognizes and aware of fraud and abuse reporting	X	X
Utilizes evidence-based resources and promotes career development and lifelong learning	X	X
Accountability		
Performs in a manner consistent with established professional legal standards and ethical guidelines	X	X

Abides by policies and procedures	X	X
Accepts responsibility for actions and reports errors	X	X
Places patients' needs above self-interest	X	X
Displays respect for self, patient, and colleagues	X	X
Awareness of importance regarding participation in professional/community organizations	X	X
Inclusivity		
Delivers services in an equitable and inclusive manner that does not vary in quality	X	X
Awareness of own biases and does not affect delivery of patient care	X	X
Identifies the importance of understanding various cultures and backgrounds for efficient and effective interactions	X	X
Advocates for the needs of all patients	X	X
Communication		
Adapts communication in ways that are congruent with situational needs	X	X
Communicates and listens actively, positivity, appropriately, and attentively	X	X
Communicates verbally/nonverbally in an effective, respectful, and timely manner	X	X
Seeks opportunities to collaborate with the PT and/or healthcare team to improve patient outcomes	X	X
Conduction of interviews with patient, family, caregivers, etc.	X	X
Interviews, interacts, and instructs relevant stakeholders	X	X
Diffuses situations of potential conflict	X	X
Clinical Reasoning		
Displays sound rationale throughout and understanding of POC	X	X
Collects, interprets, and compares data from multiple sources	X	X
Uses evidence consistently to support professional decisions	X	X
Determines when supervising PT or healthcare team needs to be notified of changes in patient status	X	X
Performs appropriately during an emergency situation	X	X
Displays progression of simple to complex disorders in patient care	X	X
Contributes to discontinuation of care	X	X
Interventions		
Applies knowledge of indications, contraindications, and precautions for selected interventions	X	X
Performs selected intervention(s) safely, effectively, efficiently, and in a coordinated and technically competent manner consistent with the POC	X	X
Modifies, instructs, and educates all stakeholders in selected interventions within the POC to maximize patient safety, comfort, and progression	X	X

Identifies barriers to learning and adjusts instructional techniques to meet patient learning style	X	X
Collects relevant data accurately and proficiently to prepare, deliver, and report patient response	X	X
Performs interventions for positive outcomes for simple to complex disorders	X	X
Development of HEP	X	X
Functional Mobility		
Activities of Daily Living (ADLs) (instruction, equipment use)	X	X
Assistive and Adaptive Devices	X	X
Bed Mobility and Transfers	X	X
Gait Training (all assistive devices and weight-bearing)	X	X
Patient Positioning and Draping	X	X
Step/Curb Training	X	X
Wheelchair Adjustment, Instruction, and Mobility	X	X
Tests & Measures		
Anthropometric and Volumetric Measures	X	X
Coordination Testing (Rhomberg, equilibrium, etc.)	X	X
Cranial Nerve Screening	X	X
Goniometry (AROM/PROM)	X	X
Integumentary Integrity/Skin Assessment	X	X
Manual Muscle Testing (0-5 grading)	X	X
Mental Functions (cognition, orientation, arousal)	X	X
Musculoskeletal-Basic Special Testing	X	X
Pain Assessment	X	X
Reflex Testing (DTRs, tonic, primitive, etc.)	X	X
Sensation (2-point, dermatomes,etc.)	X	X
Standardized Balance Testing (TUG, Tinetti, Berg, etc.)	X	X
Tone (Modified Ashworth scale, flexor/extensor patterns)	X	X
Vital Signs (BP, HR, RR, O2 Sats, Temperature, Pain)	X	X
Therapeutic Exercise - Musculoskeletal		
AROM, AAROM, PROM, Stretching, Resistive Exercise	X	X
Peripheral and Spinal Joint integrity and Mobility (normal and abnormal)	X	X
Measurement of ROM (goniometer, tape measure, flexible ruler, inclinometer)	X	X
Muscle Performance (muscle tone, mass, strength, MMT)	X	X
Postural Training	X	X
Spinal Stabilization	X	X
Strength (manually & mechanically resisted, elastic bands, free weights)	X	X
Exercise Progression	X	X

Therapeutic Exercise - Neuromuscular		
Balance/Coordination Training (various positions, equipment)	X	X
Developmental Milestones	X	X
Developmental Positioning & Handling Techniques	X	X
Gross and fine motor skills (milestones, developmental sequence)	X	X
Neuro Re-ed (PNF, Swiss ball, NDT, etc.)	X	X
Neuro Relaxation, Inhibition, Facilitation	X	X
Postural, Equilibrium, and righting reactions across the lifespan	X	X
Sensory Training/Retraining	X	X
Manual Therapy		
Breathing Exercises	X	X
Chest Percussion, Vibration, Shaking	X	X
Conditioning and Reconditioning	X	X
Connective/Soft Tissue Mobilization	X	X
Therapeutic Massage (effleurage, petrissage, friction, tapotement, etc.)	X	X
Modalities		
Biofeedback	*	*
Continuous Passive Motion (CPM) Machine	*	*
E-Stim (IFC, NMES, TENS, HVG, FES)	X	X
Hydrotherapy	*	*
Iontophoresis	X	X
Compression	X	X
Light (UV, Low Level LASER, infrared)	*	*
Pneumatic Compression	X	X
Cryotherapy (cold packs, ice massage, cryocuff, vapocoolant spray)	X	X
Thermal (hot packs, paraffin, contrast bath)	X	X
Thermal (diathermy, fluidotherapy)	*	*
Traction (manual, mechanical)	X	X
Ultrasound (continuous, pulsed, combo)	X	X
Aerobic Capacity, Endurance, Ventilation, and Circulation		
Aerobic Conditioning/Capacity (monitoring, equipment)	X	X
Exercise Test Protocols (treadmill, ergometer, etc.)	X	X
Scales (perceived exertion, dyspnea, angina, METS, etc.)	X	X
Breathing Patterns (chest wall mobility, expansion, excursion) and lung sounds	X	X
Signs/Symptoms (i.e. cyanosis, dyspnea, cough, edema, etc.)	X	X
Airway clearance techniques (assistive cough techniques and postural drainage/positioning)	X	X
Special Populations/Topics		

Amputations/Prosthetics (wrapping, positioning, mobility, donning/doffing)	X	X
Aquatics	*	*
Cardiovascular Rehab (monitoring, conditioning, sternal precautions)	X	X
Cerebrovascular Accident (CVA) (specific mobility training, balance)	X	X
Community and work integration/reintegration (IADLs)	X	X
Home/Community/Work Safety/Ergonomics/Environmental barriers	X	X
Joint Arthroplasties (precautions, interventions)	X	X
Lymphedema (basic principles only)	*	*
Orthoses/Braces (application and instruction)	X	X
MISC: taping, compression garments, standing table/frame, tilt table, etc.)	*	*
Pregnancy/Post-Partum (pelvic floor strength, diastasis recti, precautions)	*	*
Relaxation Training	X	X
Respiratory (auscultation, pursed-lip, huffing-coughing, postural drainage)	X	X
Spinal Cord Injury (SCI) (special handling, pressure relief, resp. mgmt., etc.)	X	X
Scoliosis (measurement and treatment)	X	X
Taping (corrective, kinesio tape basics)	*	*
Vestibular Dysfunction (basic ID and intervention)	X	X
Wound Care/Integumentary System (sterile/clean technique, measurement, documentation, debridement, dressings, topical agents, safety, treatment, burns, bandages, etc.)	X	X
Documentation		
Produces quality and organized documentation in a timely manner to support the delivery of services	X	X
Produces documentation that supports medical necessity, skilled intervention, and meets payor policy requirements	X	X
Documents all aspects of care provided (SOAP) with comparison data to justify accurate assessments	X	X
Produces documentation that is accurate, concise, timely, legible, grammatically and technically correct	X	X
Resources Management		
Participates in efficient and effective delivery of services	X	X
Displays ability to multitask and treat appropriate caseload	X	X
Uses equipment in an efficient and effective manner	X	X
Sets priorities for the use of resources to maximize outcomes	X	X
Utilizes services of support personnel	X	X
Awareness of quality assurance and improvement measures	*	*

- * - Indicates exposure to the skill without hands on competency
- X - Indicates skills performed and tested on within the technical phase courses

Revised: 5/29/25


CENTRAL
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APPENDIX K

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

CCCC PTA CLINICAL SITE ORIENTATION CHECKLIST

***Form must be completed by student by the end of the first week of experience and submitted to Blackboard.**

Student Name:_____ Facility Name:_____

Course Number:_____Dates of Clinical Experience:_____

___CI and SCCE Phone #, Fax # and E-mail
___General tour of facility/parking
___Tour of Rehab Department (including: Copier, Computers, Phone, Break Room)
___Manuals

- Student Manual (as applicable)
- Policy & Procedure Manuals as needed & Organizational Chart
- Safety Manual, Infection Control Manual, and MSDS Departmental Procedures
- Responsibilities & performance expectations
- Role in contributing to company's mission & goals
- Safety procedures, code status, and emergency procedures
- Computer Access and request for passwords, Customer service and role of student as appropriate

___Department hours & general information
___Schedule list and phone numbers for other therapists as needed
___Attendance/Tardiness/Lunch/Breaks/Staff meetings/In-service schedule
___In-service/ Presentation requirements and other expectations for student
___Competencies that clinic may require students to complete
Please specify: _____
___Billing
___Documentation requirements/procedures
___Scheduling patients
___Cleaning procedures/laundry

I have read the applicable manuals, completed orientation and understand departmental operations. I understand that I can address any concerns with the CI, SCCE, and CEC as needed.

Signatures: Student: _____**CI/SCCE:**_____

Updated: 7/15/24

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX L

CENTRAL CAROLINA
COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

CCCC PTA CLINICAL WEEKLY PROGRESS REPORT

Student Name:_____ Facility Name:_____
Dates of Clinical Rotation:_____ PTA Course_____ Week#____ of_____

One progress report must be completed weekly (Friday) by the student as a self-assessment tool and must be discussed weekly with the clinical instructor. Questions 5, 6, & 8 should be a collaborative response from the student and CI. When completing this form consider the 5 performance dimensions: quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment, and efficiency of performance.

Please feel free to call Jason Harloff, ACCE at 919-545-8642 with any questions or concerns.

1. New patient diagnoses seen or treated this week:

2. New objective measures (ROM, MMT, etc.) and treatment procedures performed by student since last report:

3. New written and oral communication skills performed by the student:

4. Frequency, type, and quality of feedback provided by CI to student:

5. Student's strengths (collaborative):

6. Student's areas needing improvement (collaborative):

7. Goal progress from previous week:

8. Goals for next week (collaborative):

Signatures: Student:_____ Date:_____

CI:_____ Date:_____

Updated: 8/12/26

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX M

CCCC PTA CLINICAL EDUCATION

STUDENT LEARNING CONTRACT

PURPOSE:

To address, in writing, the existence of performance problems, their specific potential impact on successful completion of the clinical experience, and agreed-upon methods for correction of the problems.

EXPECTED BENEFITS:

The identification of problems and their description in behavioral terms allows the student to understand the perception of difficulty and to take an active part in describing behaviors which will indicate correction of the problems. Fix the problem, not the blame.

LIMITATIONS:

The process requires that the time be taken to identify problems and describe their remediation in behavioral terms. The student is required to demonstrate that the problem is being dealt with, not merely to "do what they are told" by the Clinical Instructor (CI). It requires the student and faculty member to find common ground upon which to base corrective efforts.

COMPONENTS OF THE CONTRACT:

1. **GOALS:** Goals are statements of the identified problems as behaviors to be demonstrated as indication of successful correction of the problems.

2. **OBJECTIVES:** Objectives are subsets of the previously stated goals, presented as expected behaviors.

3. **ACTIVITIES OF THE STUDENT:** This section outlines the specific activities the student will be expected to be involved in to allow them to demonstrate the desired behaviors.

4. **ACTIVITIES OF THE CI:** The clinical instructor is an active participant in the contract process. Their specific responsibilities regarding supervision, instruction, modeling behaviors, oversight, correction, and other activities will be detailed in this section.

5. **EVALUATION:** The student, ACCE, and clinical instructor agree to the time frame and how the student will be evaluated, and on what criteria the evaluation will be based.

6. **SIGNATURES:** The student, instructor and PTA program faculty member involved in developing the contract will sign to indicate consultation on, and agreement with, the terms of the learning contract.

7. **LIMITATIONS:** There is a limit of one learning contract available in each clinical education course. If the terms of the contract are not met, a second remediation will not be attempted and the student will receive a failing grade for the course.

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APPENDIX N

CENTRAL CAROLINA
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CCCC PTA PROGRAM
CLINICAL EDUCATION
ATTENDANCE REGISTER

Student: _____ Course: _____ Clinic: _____

Complete each box by recording the number of clinical hours. At the end of the rotation, the hours can be confirmed only by the Clinical Instructor's signature.

Week Beginning	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs

Total Hours:

Student Signature: _____ Date: _____

CI Signature: _____ Date: _____

Note:

- It is the student's responsibility to record completed hours.
- The clinical instructor must **VERIFY AND SIGN** upon the completion of stated requirements.
- Students: Upload this completed form to your LMS system
- CI: Please keep a copy for your facility files. Thank you.

Updated: 3/19/26

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX O

DIRECTION AND SUPERVISION OF THE PHYSICAL THERAPIST ASSISTANT HOD P06-18-28-35
[Amended: HOD P06-05-18-26; HOD 06-00-16-27; HOD 06-99-07-11; HOD 06-96-30-42; HOD 06-95-11-06; HOD 06-93-08-09; HOD 06-85-20-41;
Initial: HOD 06-84-16-72/HOD 06-78-22-61/HOD 06-77-19-37] [Position]

Physical therapist practice and the practice of physical therapy are synonymous. Both phrases are inclusive of patientand client management, and direction and supervision. Direction and supervision apply to the physical therapist assistant, who is the only individual who assists a physical therapist in practice. The utilization of other support personnel, whether in the performance of tasks or clerical activities, relates to the efficient operation of the physical therapy service.

Physical therapists are responsible for providing safe, accessible, cost-effective, and evidence-based services. Servicesare rendered directly by the physical therapist and with responsible utilization of physical therapist assistants. The physical therapist's practice responsibility for patient and client management includes examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Physical therapist assistants may be appropriately utilized in components of intervention and in collection of selected examination and outcomes data.

Direction and supervision are essential in the provision of quality physical therapist services. The degree of direction and supervision necessary for ensuring quality physical therapist services is dependent upon many factors, including the education, experiences, and responsibilities of the parties involved, as well as the organizational structure where physical therapist services are provided.

Regardless of the setting in which the physical therapist service is provided, the following responsibilities must be bornesolely by the physical therapist:

1. Interpretation of referrals when available
2. Evaluation, diagnosis, and prognosis
3. Development or modification of a plan of care, which is based on the initial examination or reexamination andincludes the physical therapy goals and outcomes
4. Determination of when the expertise and decision-making capability of the physical therapist requires the physicaltherapist to personally render services and when it may be appropriate to utilize the physical therapist assistant
5. Revision of the plan of care when indicated
6. Conclusion of an episode of care
7. Responsibility for any “hand off” communication
8. Oversight of all documentation for services rendered to each patient or client

Only the physical therapist performs the initial examination and reexamination of the patient and may utilize thephysical therapist assistant in collection of selected examination and outcomes data.

The physical therapist is responsible for services provided when the physical therapist’s plan of care involves the physical therapist assistant. Regardless of the setting in which the service is provided, the determination to utilize physical therapist assistants requires the education, expertise, and

professional judgment of a physical therapist as described by the *Standards of Practice for Physical Therapy*, the *Code of Ethics for the Physical Therapy Profession*, and the *APTA Guide for Professional Conduct*.

In determining the appropriate extent of assistance from the physical therapist assistant, the physical therapistconsiders:

- The physical therapist assistant's education, training, experience, and skill level
- Patient or client criticality, acuity, stability, and complexity
- The predictability of the consequences
- The setting in which the care is being delivered
- Federal and state statutes
- Liability and risk management concerns
- The mission of physical therapist services for the setting
- The needed frequency of reexamination

Physical Therapist Assistant

Definition
The physical therapist assistant assists the physical therapist in the provision of physical therapy. The physical therapistassistant is a graduate of a physical therapist assistant program accredited by the Commission on Accreditation in Physical Therapy Education.

Utilization
The physical therapist is directly responsible for the actions of the physical therapist assistant in all practice settings. Thephysical therapist assistant may provide services under the direction and at least general supervision of the physical therapist. In general supervision, the physical therapist is not required to be on site for direction and supervision but must be available at least by telecommunication. The ability of the physical therapist assistant to provide services shall be assessed on an ongoing basis by the supervising physical therapist.

Services provided by the physical therapist assistant must be consistent with safe and legal physical therapist practice and shall be predicated on the following factors: complexity and acuity of the patient's or client's needs; proximity andaccessibility to the physical therapist; supervision available in the event of emergencies or critical events; and type of setting in which the service is provided. The physical therapist assistant makes modifications to elements of the intervention either to progress the patient or client as directed by the physical therapist or to ensure patient or client safety and comfort.

When supervising the physical therapist assistant in any offsite setting, the following requirements must be observed:

1. A physical therapist must be accessible by telecommunication to the physical therapist assistant at all times whilethe physical therapist assistant is providing services to patients and clients.
2. There must be regularly scheduled and documented conferences with the physical therapist assistant regarding patients and clients, the frequency of which is determined by the needs of the patient or client and the needs of the physical therapist assistant.
3. In situations in which a physical therapist assistant is involved in the care of a patient or client, a supervisory visit by the physical therapist:
    a. Shall be made upon the physical therapist assistant's request for a reexamination, when a change in the plan ofcare is needed, prior to any planned conclusion of the episode of care, and in response to a change in the patient's or client's medical status
    b. Shall be made at least once a month, or at a higher frequency when established by the

physical therapist, inaccordance with the needs of the patient or client

c. Shall include:
    i. An onsite reexamination of the patient or client
    ii. Onsite review of the plan of care with appropriate revision or termination
    iii. Evaluation of need and recommendation for utilization of outside resources

Explanation of Reference Numbers:
HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.
P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure


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APPENDIX P

CCCC PTA PROGRAM NON-STUDENT OR PUBLIC COMPLAINT PROCEDURE

The following procedure will be followed in addressing complaints from the public (non-student complaints and grievances). Note that all complaints will be handled appropriately without retaliation from any involved parties, including the PTA Department Chair. Members of the public with a grievance specific to any aspect of the PTA program may follow this procedure to submit the complaint:

1. Submit the complaint, in writing, via letter directly to the campus or by completing the complaint form located on the CCCC public internet site's PTA landing page.
2. The written account should include the complainant's name, contact information, nature of complaint or incident, person(s) involved in the complaint, and whether this complaint has been previously communicated with an individual affiliated with the College.
3. Complaint will be forwarded to the appropriate member of administration for investigation: The Department Chair and Dean of Health Sciences and Human Services for academic concerns, or the Department Chair and Vice President of Student Services for non- academic concerns.
4. The complainant may be contacted to supply additional factual information in accordance with the investigation.
5. Within ten business days of receiving the complaint, the College will contact the complainant in an effort to resolve the issue.
6. If the resolution is not satisfactory to the complainant, a letter of appeal may be submitted
   to the campus President.

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX Q

PTA STUDENT COUNSELING REPORT

Student Name: _____ **Date:** _____

Reason for Counseling:

__ Conduct
__ Student / Teacher Interaction
__ Personal / Health / Attendance
__ Academic Performance
__ Clinical Performance

Situation/Actions to be Taken:

Action If Improvement Is Not Made:

Student Comments:

Student Signature: _____ **Date:** _____

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX R

Release and Waiver of Liability

The individual named below (referred to as "**I**" or "**me**") desires to participate in activities performed by the Physical Therapist Assistant ("**PTA**") program (without limitation to physical instruction referred to as the "**Activities**") provided by Central Carolina Community College, a North Carolina public institution of higher education with offices located at 1105 Kelly Drive, Sanford, NC 27330 (the "**College**"). In consideration of being permitted by the College to participate in the Activities and in recognition of the College's releases hereon, I agree to all the terms and conditions set forth in this instrument (this "**Release**").

I AM AWARE AND UNDERSTAND THAT THE ACTIVITIES ARE POTENTIALLY DANGEROUS ACTIVITIES AND INVOLVE THE RISK OF SERIOUS INJURY, DISABILITY, DEATH, AND/OR PROPERTY DAMAGE. I ACKNOWLEDGE THAT ANY INJURIES THAT I SUSTAIN MAY RESULT FROM OR BE COMPOUNDED BY THE ACTIONS, OMISSIONS, OR NEGLIGENCE OF THE COLLEGE, INCLUDING NEGLIGENT EMERGENCY RESPONSE OR RESCUE OPERATIONS OF THE COLLEGE. NOTWITHSTANDING THE RISK, I ACKNOWLEDGE THAT I AM VOLUNTARILY PARTICIPATING IN THE ACTIVITIES WITH KNOWLEDGE AND AN EXPRESS UNDERSTANDING OF THE DANGER INVOLVED AND HEREBY AGREE TO ACCEPT AND ASSUME ANY AND ALL RISKS OF INJURY, DISABILITY, DEATH, AND/OR PROPERTY DAMAGE ARISING FROM MY PARTICIPATION IN THE ACTIVITIES, WHETHER CAUSED BY THE ORDINARY NEGLIGENCE OF THE COLLEGE OR OTHERWISE.

I HEREBY EXPRESSLY WAIVE AND RELEASE ANY AND ALL CLAIMS, NOW KNOWN OR HEREAFTER KNOWN, AGAINST THE COLLEGE, AND ITS OFFICERS, DIRECTORS, MANAGER(S), EMPLOYEES, AGENTS, AFFILIATES, SUCCESSORS, AND ASSIGNS (COLLECTIVELY, "RELEASEES"), ON ACCOUNT OF INJURY, DISABILITY, DEATH, OR PROPERTY DAMAGE ARISING OUT OF OR ATTRIBUTABLE TO MY PARTICIPATION IN THE ACTIVITIES, WHETHER ARISING OUT OF THE ORDINARY NEGLIGENCE OF THE COLLEGE OR ANY RELEASEES OR OTHERWISE. I COVENANT NOT TO MAKE OR BRING ANY SUCH CLAIM AGAINST THE COLLEGE OR ANY OTHER RELEASEE, AND FOREVER RELEASE AND DISCHARGE THE COLLEGE AND ALL OTHER RELEASEES FROM LIABILITY UNDER SUCH CLAIMS. THIS WAIVER AND RELEASE DOES NOT EXTEND TO CLAIMS FOR GROSS NEGLIGENCE, WILLFUL MISCONDUCT, OR ANY OTHER LIABILITIES THAT NORTH CAROLINA LAW DOES NOT PERMIT TO BE RELEASED BY AGREEMENT.

I SHALL DEFEND, INDEMNIFY, AND HOLD HARMLESS THE COLLEGE AND ALL OTHER RELEASEES AGAINST ANY AND ALL LOSSES, DAMAGES, LIABILITIES, DEFICIENCIES, CLAIMS, ACTIONS, JUDGMENTS, SETTLEMENTS, INTEREST, AWARDS, PENALTIES, FINES, COSTS, OR EXPENSES OF WHATEVER KIND, INCLUDING REASONABLE ATTORNEY FEES, FEES, THE COSTS OF ENFORCING ANY RIGHT TO INDEMNIFICATION UNDER THIS RELEASE, AND THE COST OF PURSUING ANY INSURANCE PROVIDERS, AWARDED AGAINST THE COLLEGE OR ANY OTHER RELEASEES IN A FINAL JUDGMENT, ARISING OUT OF OR RESULTING FROM ANY CLAIM OF A THIRD PARTY RELATED TO MY PARTICIPATION IN THE ACTIVITIES, INCLUDING ANY CLAIM RELATED TO MY OWN NEGLIGENCE OR THE ORDINARY NEGLIGENCE OF THE COLLEGE.

I hereby consent to receive medical treatment deemed necessary if I am injured or require medical attention during my participation in the Activities. I understand and agree that I am solely responsible for all costs (if any) to such medical treatment and any related medical transportation and/or evacuation. I hereby release, forever discharge, and hold harmless the College from any claim based on such treatment or other medical services.

I have read and reviewed the policies of the PTA program as enumerated on the back of this Release, and I represent that I understand and agree to terms as written within such policies.

This Release constitutes the sole and entire agreement of the College and me with respect to the subject matter contained herein and supersedes all previous contemporaneous understandings, agreements, representations, and warranties both written and oral, with respect to such subject matter. If any term or provision of this Release or the application thereof to any party or circumstance is held invalid, illegal, or unenforceable to any extent in any jurisdiction, then the remaining terms and provisions of this Release and their application to other parties or circumstances shall not be affected thereby and shall be enforced to the greatest extent permitted by law. This Release is binding on and shall inure to the benefit of the College and me and their respective successors and assigns. All matters arising out of or relating to this Release shall be governed by and construed in accordance with the internal laws of the State of North Carolina, without any conflicts-of-laws rule or principle that might refer the construction of the interpretation of the Release to the laws of another jurisdiction. Any claim or cause of action arising under this Release may be brought only in the federal and state courts located in Lee County, North Carolina and I hereby consent to the exclusive jurisdiction of such courts.

BY SIGNING BELOW, I ACKNOWLEDGE THAT I HAVE READ AND FULLY UNDERSTOOD ALL OF THE TERMS OF THIS RELEASE AND THAT I AM VOLUNTARILY GIVING UP SUBSTANTIAL LEGAL RIGHTS, INCLUDING THE RIGHT TO SUE THE COLLEGE, WITHOUT ANY INDUCEMENT, ASSURANCE, OR GUARANTEE BEING MADE TO ME. I COMPLETELY AND UNCONDITIONALLY RELEASE ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW.

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

Signed _____

Printed Name

Address

Date _____

PHYSICAL THERAPIST ASSISTANT PROGRAM RELEASE POLICIES

- Research or other activities conducted under the supervision of Central Carolina Community College (CCCC) shall not expose persons who participate as subjects or respondents to unreasonable risks to their health, general wellbeing, or privacy. All activities or projects involving human subjects are subject to review to ensure the protection of the rights and welfare of the individuals who participate as subjects. All responses will be confidential and only the program director, department chair, and research personnel will have access to this information. The information from all the participants will be grouped together to provide general information about the program.
- As a component of the educational experience of some instructional programs, students and faculty may be required to practice procedures and perform measurements on individuals within the program, the college, or the community as indicated by the curriculum. Students and faculty may be required to participate in activities and/or simulations, and therefore will sign a written authorization for participating as a human subject. This authorization will disclose any limitations which may affect participation in such activities.
- Procedures and techniques learned in instructional programs may only be used to treat patients in clinical settings under the direction of a licensed practitioner. Except for legally authorized practitioners, students may not diagnose or treat medical conditions on fellow students, faculty members, or others. Students learning procedures and techniques in the academic setting may practice these skills during assigned classroom/laboratory and during supervised open laboratory sessions only.
- Students who fail to comply with this policy will be subject to disciplinary action that may include suspension or dismissal from the program.
- Participation in the PTA program carries with it certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and include, but are not limited to, 1) minor injuries such as scratches, bruises, and sprains, 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions, and 3) catastrophic injuries, including paralysis and death.

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX S

INFORMED CONSENT TO PARTICIPATE IN PHYSICAL THERAPIST ASSISTANT PROGRAM ACTIVITIES

You have volunteered to participate in activities performed by students and faculty in the Physical Therapist Assistant program at Central Carolina Community College. These educational activities may involve the performance of physical therapy procedures, interventions, and/or tests and measures on you by fellow students and faculty members. Your participation in these activities will last for the duration of the program, until you graduate or otherwise leave the program. You are being asked to sign this consent form before any physical therapy procedures, interventions, and/or tests and measures are performed.

Please list any limitations that may affect participation in physical therapist assistant activities, including physical, psychological, spiritual, or religious limitations:

_____

_____

_____

_____

_____

_____

If, during the course of the program activities, additional limitations arise while performing activities, you will be removed from the problematic activity and the additional limitation will be noted in your file. Additionally, you will inform your instructor, professor, program director, or any other appropriate personnel of any additional limitations that may arise outside of performing the physical therapy activities, which will be noted in your file.

You acknowledge that there may be other unforeseen risks inherent to your participation in this study, and you will promptly notify the instructor, professor, program director, or any other appropriate personnel if you are uncomfortable with or are somehow injured by an unforeseen risk that has since become apparent.

These activities are for educational purposes only. There is no direct benefit to you from your participation in these activities. You will not be compensated for your participation in these activities. You will not be compensated for any injuries/illness from your participation in these activities. There will be no charge to you for participating in these activities, nor will you be reimbursed for any costs you incur as a result of your participation in these activities.

If you experience any medical problems, suffer an activity-related injury, or have questions about the activities, you should contact the Physical Therapist Assistant Program Director. If you seek emergency care or hospitalization is required as a result of these activities, tell your physician that you are participating in these activities.

Your decision to participate in these activities is voluntary. You may choose to not participate, though by doing so you may be required to withdraw from the Physical Therapist Assistant program.

The Physical Therapist Assistant Program Director can stop your participation at any time without your consent for the following reasons:

- If it appears to be harmful to you;
- If you fail to follow directions;
- If it is discovered that you do not meet the program requirements;
- If the program is canceled; or
- For administrative reasons.

I understand that these activities come with the risk of personal harm. I have read this informed consent. I have had an opportunity to ask questions and all my questions have been answered. I will be given a copy of this document. I know that taking part in these activities and the Physical Therapist Assistant program is voluntary. I may refuse to participate in these activities at any time, but that I may then be required to leave the Physical Therapy Assistant program. The activities and their risks have been explained to me. By signing and dating this form, I have not lost any legal rights. I allow disclosure of my participation and related information to government agencies, the College and its instructors, and other persons and entities described in this consent form for the purposes described in this consent form and as required by law. I hereby agree to participate in these activities.

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

Signed _____

Printed Name _____

Address

Date

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX T

VIDEO, AUDIO, AND PHOTOGRAPH RELEASE AND CONSENT

I hereby grant Central Carolina Community College ("CCCC") the irrevocable right and permission to use the likeness, name, voice, or any combination thereof of the individual named below ("I" or "me") and to use and to distribute video footage, audio footage, still photographs, or any combination thereof, of me at the event, class, or location at the date(s) listed below ("Event"). This includes finished pictures, negatives, transparencies, proofs, reproductions, copies, similar intermediate media, and meta-information, whether in physical or digital form (collectively, "Images and Recordings").

I hereby irrevocably permit, authorize, and license CCCC and those acting on CCCC's behalf (collectively, "Authorized Persons") to use and publish the Images and Recordings, either separately or together and either in whole or in part, and my own name, and all materials created by or on behalf of the Authorized Persons that incorporate any of the foregoing ("Materials") for any purpose related to the educational mission of CCCC, including advertising and promotion of CCCC, in perpetuity throughout the world and in any format or platform now existing or hereafter created.

I consent to the use of the Images and Recordings alone or in combination with other media, and I acknowledge that the Images and Recordings may be altered or modified without restriction and by any method, including traditional photographic or digital techniques.

CCCC is and shall be the exclusive owner of all rights in the Images and Recordings and Materials. I hereby irrevocably transfer, assign, and otherwise convey to CCCC my entire right, title, and interest, if any, in and to the Images and Recordings and Materials and all copyrights and other intellectual property rights in the Images and Recordings and Materials arising in any jurisdiction throughout the world in perpetuity.

To the fullest extent permitted by applicable law, I hereby irrevocably waive all legal and equitable rights relating to all liabilities, claims, demands, actions, suits, damages, and expenses, including but not limited to claims for copyright or trademark infringement, libel, defamation, violation of rights of publicity or any similar claim or cause of action arising directly or indirectly from the Images and Recordings taken and used under this Release.

CCCC has no obligation to use the Images and Recordings or to exercise any rights granted under this Release and Consent ("Release"). I acknowledge and agree that I have no right to review or approve the Images and Recordings or the Materials, and that the Authorized Persons have no liability to me for any editing or alteration of the Images and Recordings or the Materials. Acknowledgment or credit of me shall be determined by CCCC in CCCC's sole discretion.

For purposes of this Release, the word "including" is deemed to be followed by the words "without limitation," and the word "or" is not exclusive. This Release shall be binding upon my respective heirs, executors, administrators, legal representatives, successors, and permitted assigns. All matters arising out of or relating to this Agreement shall be governed by and construed in accordance with the internal laws of the State of North Carolina without giving effect to any choice or conflict of law provision or rule (whether of the State of North Carolina or any other jurisdiction). Any claim or cause of action arising under this Agreement may be brought only in the federal and state courts located in North Carolina, and I hereby irrevocably consent to the exclusive jurisdiction of such courts.

I understand that I will not be paid for the use of any of the Images and Recordings of me, including royalty, payment, or any other compensation now or in the future. I understand that the sole consideration for this Release shall be the intangible benefit I receive from participating in the photographing or recording of the Event. I understand that CCCC is relying on this Release and will incur significant expense in reliance on this Release, and I agree that this Release cannot be terminated, rescinded, or modified, in whole or in part.

Event: _____

Date(s) of Event: _____

I represent and warrant to CCCC that either A) I am at least eighteen (18) years of age and that I have full right, power, and authority to enter into this Release, or B) I am NOT at least eighteen (18) years of age, but that I am entering into this release under the authority of my parent or guardian who has the full right, power, and authority to enter into this Release.

_____	_____	_____
Signature	Printed Name	Date

I represent and warrant to CCCC that I am at least eighteen (18) years of age, that I am the parent or guardian of the child named above, and that I have full right, power, and authority to enter into this Release on behalf of said child.

_____	_____	_____
Parent/Guardian Signature	Parent/Guardian Printed Name	Date

CENTRAL CAROLINA COMMUNITY COLLEGE
HEALTH SCIENCES & PROFESSIONAL SERVICES

APPENDIX U

Verification of Receipt and Declaration of Intent to Comply with the PTA Program Manual
Physical Therapist Assistant Program

I have received access to a copy of the *PTA Program Manual.* My agreeance acknowledges that the information contained within has been explained to me and that I have been given the opportunity to ask questions about the content. I understand that I will be held accountable for the expectations of students delineated within this manual and CCCC's *College Catalog* as stated or implied. I agree to comply with the policies and procedures of both the College and the PTA program as outlined, as well as all HIPAA regulations. Furthermore, I understand that from time to time changes may be made to this manual and if this occurs an updated Program Manual will be uploaded to the program website and a new acknowledgment assignment will be required.

By selecting Agree below confirms that I:

- Received access to a copy of the Central Carolina Community College Physical Therapist Assistant Student Manual.
- Understand that I am expected to comply with the policies, procedures and regulations in this manual.
- Understand that I am expected to comply with the policies, procedures and regulations in the Central Carolina Community College Catalog for my matriculation year.
- Understand that if I fail to comply with the policies, procedures and regulations the result could be my dismissal from the program.
- Understand that if I have questions about any policy, procedure or regulation, I should seek advice from the PTA Department Chair.
- Understand that I may be asked to submit to periodic drug and alcohol testing.

Complete acknowledgment assignment in your learning management system for each course